

*Malheur County Child Development Center*  
*2022-2023 Annual Report*



*The following document is the:*  
*M. C. C. D. C. Annual Report*

*This report contains financial and service data from*  
*all aspects of the program*



## MCCDC History

MCCDC was established in 1982. At its inception MCCDC [provided services to both Migrant, and Region X Head Start children and families. The Regional Head Start program was funded from Region X and the Oregon Department of Education (ODE) to serve the low-income families that resided in Malheur County. The Migrant program was funded by Region XII to provide services to the migrant population that came to work in the produce for six months of the year. The program had sites in Nyssa, Vale and Ontario. In 1994, the structure of MCCDC changed. At this point in time the Migrant Head Start was no longer under the MCCDC umbrella. Its grantee became the Migrant and Indian Coalition in Woodburn Oregon. This left MCCDC as the grantee for the Oregon Department of Education and the Region X funded programs. The Oregon Department of Education funded 36 slots, and Region X funded 84 slots for a total of 120 children. The children in these slots were all four-years old, and attended class three days a week, for 3.5 hours a day for 96 days of the year. Each family enrolled in the program participated in one home visit a month.

Over the past 50 years much has changed in Head Start and likewise at MCCDC. The program now serves pregnant women, infants, toddlers, and preschool children until they are old enough to enter kindergarten. The preschool children all attend classes in a Center Based program option. There are two different Center Based options the program implements. The first provides class to 70 children and their families. These children are in class anywhere from 8 to 10 hours a day, five days a week, for 39 weeks of the year. The hours each child is in care daily is dependent upon the work schedule of the child's parents or legal guardian. These children are anywhere from 3 years old to the child's entry into kindergarten at 5 years of age. This program model is for those families who are working or going to school. This enables families to have a safe, reliable, free and developmentally appropriate educational childcare setting for their preschool children while at work or school. There are 72 children who attend classes in another type of Center Based option. In this option children attend class for 7.5 hours a day, four days a week, for 1020 hours of classroom education a year. These classes are used for families who do not need additional care while working or going to school. The children enrolled in these classes are 3 years old to the child's entry into kindergarten at 5 years of age. The families of all children enrolled in the Center Based classes participate in two Parent/Teacher Conferences and at least two home visits a year with the child's teacher. There are 43 children in this model that are funded by the State of Oregon in an Oregon Pre-Kindergarten program that adheres to all the Federal Performance Standards and state regulations.

There is a Home-Based option that provides services to 20 children and families. This model serves children prenatally to three years of age. The families enrolled in this program model receive an hour and a half home visit each week and participate in two group socialization sessions a month for 48 weeks of the year.

The last program option the program implements is an Oregon funded Prenatal-to-three option that provides Center-Based services to 32 infants and toddlers. This service is provided 8 to 10 hours a day, dependent upon the need of families, for at least 1380 hours of education a year.

## **Focus Area One Federal Review Results**

From May 23 to May 27, 2022, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the Malheur County Child Development Center Head Start and Early Head Start Programs. This report contains information about the recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

### **Program Design and Management Summary:**

The recipient closely monitored county trends to ensure it enrolled families with high needs. Community data, along with Board, Policy Council, and staff input, indicated higher rates of homelessness, rising number of children in foster care, and an increase in the number of children exhibiting challenging behaviors. The program implemented changes to address these trends and worked with community partners to increase the targeted recruitment of these families. Leveraging the expertise of its governing Board, with five or six members representing as past Head Start parents, the program gained insight into the challenges families were experiencing and what program improvements would be most beneficial. Using this input, the program implemented additional teacher training, increased the number of staff in each classroom, and added new mental health tools. The recipient responded to meet the needs of families most in need of Head Start services.

### **Education and Child Development Services Summary:**

Malheur County Child Development Center supported children's progress toward school readiness through a specific focus on nurturing environments for children with mental health or trauma-related challenges. The program began by hiring fully qualified lead teachers. Other strategies included adding a third person to classrooms and implementing social-emotional curricula. Additionally, teachers were encouraged to focus on quality interactions with children. To support these interactions the program conducted hands-on training for all classroom staff, which included viewing actual classroom scenarios followed by discussion and calibration among teachers. The impact of these strategies resulted in ratings of the teacher and child interactions rising above the national average. The recipient's responsive strategies supported children's developmental progress.

### **Health Services Summary:**

Malheur County Child Development Center responded to children's mental health needs by designing social-emotional toolkits for the classrooms. As children's social-emotional needs increased, the recipient drew from curriculum resources to build up the contents of the toolkits. Items such as fidget tools and pinwheels gave children a hands-on way to calm themselves. Furthermore, resources such as classroom rules and solution cards gave teachers and children ideas for structure for conflict resolution. The recipient also supplied parents with toolkits to help address children's struggles at home. Staff and families were offered training on different

strategies and how to use the tools. These strategies supported children's individual mental health needs.

**Family and Community Engagement Services Summary:**

Malheur County Child Development Center targeted strategies to support families deemed high risk. The approach began in recent years when the recipient saw an increase in families entering the program without support for mental health, medical or dental care and issues such as homelessness. The management team evaluated information from enrollment interviews, child level data, and family partnership agreement goals to determine which families were considered high risk. The program then enhanced support for these families by increasing home visits from two annual visits to monthly visits. At these monthly visits, staff helped families assess their needs, develop solutions, and identify community resources. Staff also broadened involvement on community boards and committees, increasing the number of partners available. The recipient strategically supported family well-being.

**ERSEA and Fiscal Summary:**

Malheur County Child Development Center's ERSEA approach ensured families with the highest needs were served. The program prioritized homeless and foster care in response to community data. When area trends in substance misuse and overdose deaths lead to an increased number of children in informal kinship care, the management staff developed a plan to prioritize the enrollment of children impacted by those issues. While families waited for available enrollment opportunities, the recipient provided them with education and family support resources during the year. The recipient's focus on recruitment reflected community needs.

Malheur County Child Development Center's fiscal and program staff were closely aligned in support of program goals. Fiscal staff participated in management team meetings. The team reviewed monthly budget to actual expense reports and conducted budget planning based on program goals for the coming year. Budget development included interactive drafts reviewed by the governing board and Policy Council. For example, when the program wanted to replace aging wood playground mulch with a more durable product, fiscal and program staff worked together to analyze cost savings and presented the proposal to the governing board and Policy Council. Because the governing board had routinely reviewed playground checklist from the health specialist, it was knowledgeable about and supportive of the need for the replacement. Collaborative planning and Board involvement helped the program achieve program goals.

## **Independent Auditor's Report:**

For the Years Ended June 20, 2022 and 2021

To the Board of Directors:  
Malheur County Child Development Center

### **Report on Compliance for Each Major Federal Program**

#### ***Opinion on Each Major Federal Program***

We have audited Malheur County Child Development Center's compliance with the types of compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on each of Malheur County Child Development Center's major federal programs for the year ended June 30, 2022. Malheur County Child Development Center's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Malheur County Child Development Center complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

#### **Basis for Opinion on Each Major Federal Program**

We conducted our audit of compliance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in government Auditing Standards issued by the Comptroller General of the United States (Government Auditing Standards); and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and audit Requirements for Federal Awards (Uniform Guidance). Our responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Malheur County Child Development Center and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Malheur County Child Development Center's compliance with requirements referred to above.

#### **Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Malheur County Child Development Center's federal programs.

## **Auditor's Responsibilities for the Audit of Compliance**

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Malheur County Child Development Center's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, Government Auditing Standards, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgement made by a reasonable user of the report on compliance about Malheur County Child Development Center's compliance with requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, Government Auditing Standards, and the Uniform Guidance, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Malheur County Child Development Center's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Malheur County Child Development Center's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Malheur County Child Development Center's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

## **Report on Internal Control Over Compliance**

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify and deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



**Monthly Enrollment Percentage for all Program Options**

**EHS Home Based Monthly Enrollment**

<b><u>Month</u></b>	<b><u>Number Enrolled</u></b>	<b><u>Number Dropped or Transferred</u></b>	<b><u>Enrollment%</u></b>
September	20	1	100%
October	14	7	70%
November	20	1	100%
December	20	3	100%
January	20	3	100%
February	20	3	100%
March	18	3	90%
April	16	1	80%
May	16	0	80%
June	16	1	80%
July	15	2	75%
August	13	0	65%

**OPK-PT Center Based Monthly Enrollment**

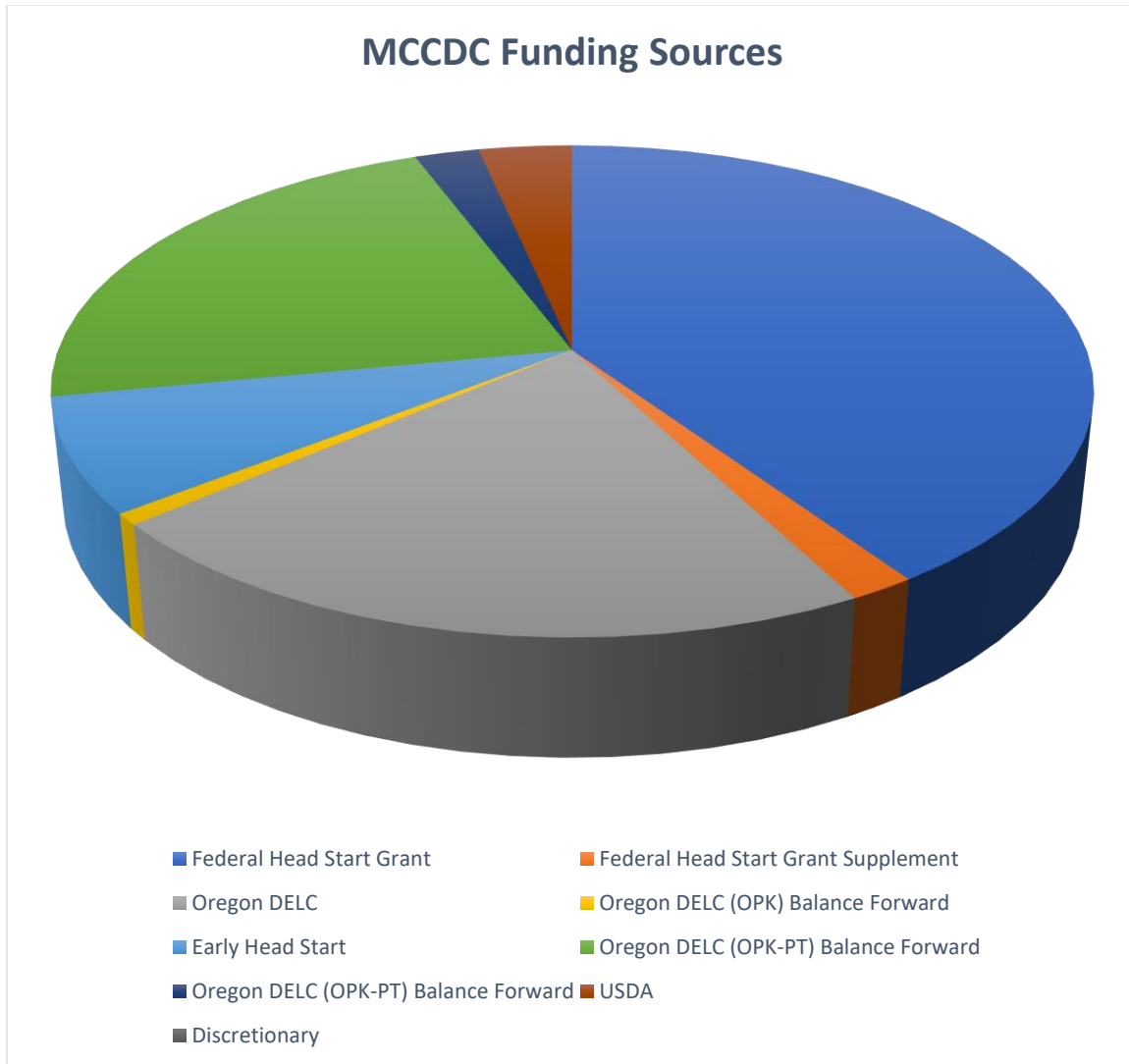
<b><u>Month</u></b>	<b><u>Number Enrolled</u></b>	<b><u>Number Dropped or Transferred</u></b>	<b><u>Enrollment %</u></b>
September	32	0	100%
October	32	1	100%
November	32	1	100%
December	32	0	100%
January	32	1	100%
February	32	2	100%
March	32	2	100%
April	32	0	100%
May	32	0	100%
June	32	0	100%

**Head Start and OPK Preschool Monthly Enrollment**

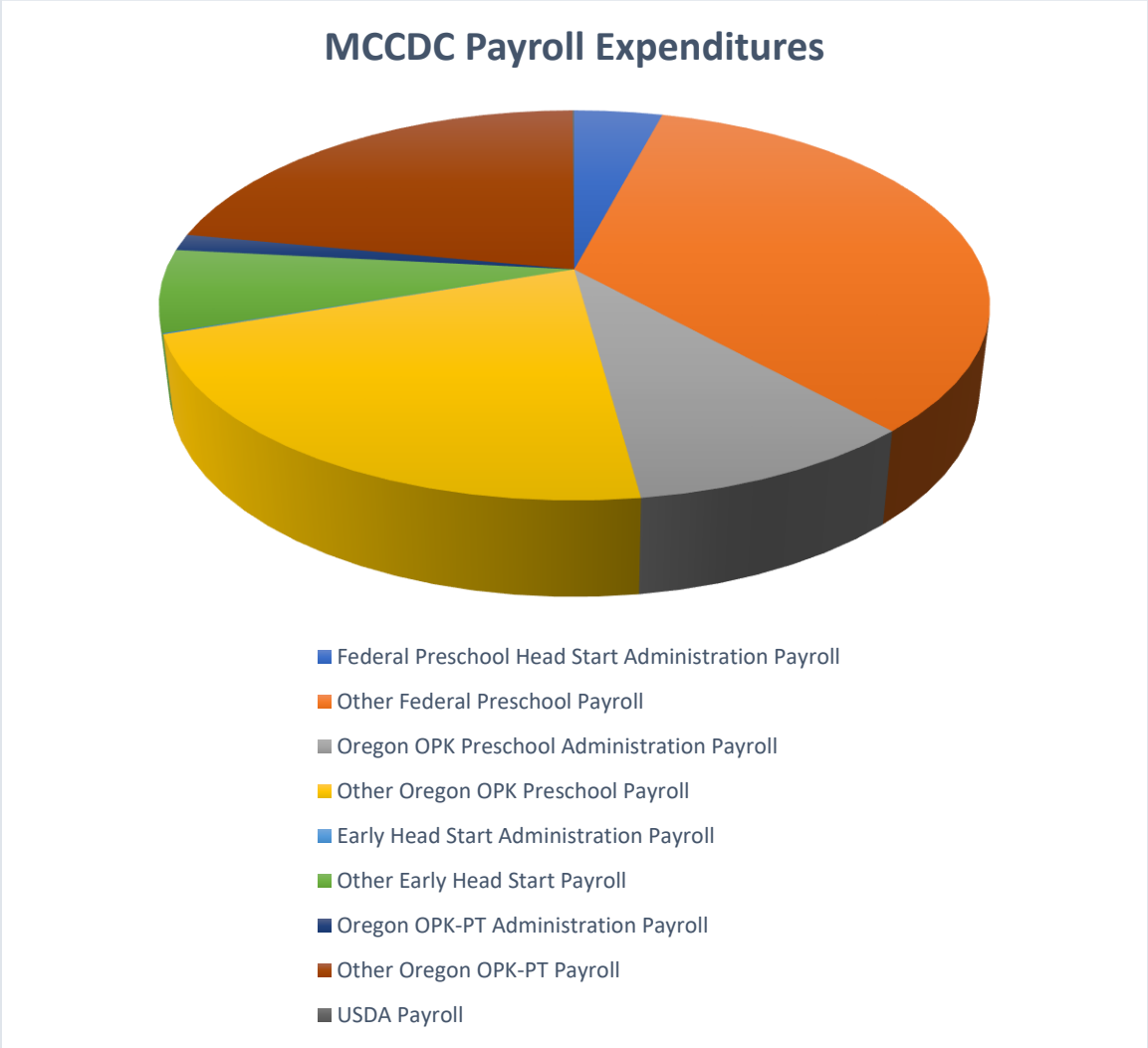
<b><u>Month</u></b>	<b><u>Number Enrolled</u></b>	<b><u>Number Dropped or Transferred</u></b>	<b><u>Enrollment %</u></b>
September	142	2	100%
October	142	4	100%
November	142	3	100%
December	142	1	100%
January	142	6	100%
February	142	1	100%
March	142	5	100%
April	142	0	100%
May	142	4	100%
June	142	3	100%

## 2022-2023 Program Year Budget Information

<b>Funding Source</b>	<b>Funding Amount</b>	<b>Percent of Total Budget</b>
Preschool Head Start Grant	\$ 1,750,920.00	40.43%
Federal Head Start Grant Supplement	\$ 76,787.00	1.77%
Oregon DELC OPK	\$ 929,528.85	21.47%
Oregon DELC (OPK) Balance Forward	\$ 32,333.42	.75%
Early Head Start	\$ 325,074.00	22.25%
Oregon DELC (OPK) Balance Forward	\$ 101,445.49	2.34%
USDA	\$ 150,335.97	3.47%
Discretionary	\$ 206.63	0.00%
<b>Total</b>	<b>\$ 4,330,215.36</b>	<b>100.00%</b>



# MCCDC 2022-2023 Payroll Expenditures



## MCCDC Expenditures for the 2022-2023 Program Year

### **Federal Head Start Expenditures:**

<b><u>Activity</u></b>	<b><u>Preschool HS Expenditures</u></b>	<b><u>EHS Expenditures</u></b>
Payroll/EE Benefits	\$1,369,794.19	\$ 280,361.32
Services/Supplies	\$ 126,878.13	\$ 18,731.68
Insurance	\$ 13,056.95	\$ 2,417.51
Travel	\$ 14,268.86	\$ 4,368.47
Training	\$ 18,266.44	\$ 3,972.29
Repair	\$ 63,767.60	\$ 9,100.96
Utilities	\$ 30,998.54	\$ 6,120.77
<b>Total</b>	<b>\$1,637,030.71</b>	<b>\$ 325,074.00</b>

### **Oregon DELC OPK Expenditures**

<b><u>Activity</u></b>	<b><u>Preschool OPK Expenditures</u></b>	<b><u>OPK-PT Expenditures</u></b>
Payroll/EE Benefits	\$ 846,723.81	\$ 834,449.71
Services/Supplies	\$ 50,299.00	\$ 127,791.22
Insurance	\$ 7,908.80	\$ 10,264.05
Travel	\$ 6,140.58	\$ 4,836.16
Training	\$ 9,081.31	\$ 7,510.97
Repair	\$ 26,400.02	\$ 63,947.87
Utilities	\$ 15,209.75	\$ 16,229.51
<b>Total</b>	<b>\$ 961,862.27</b>	<b>\$ 1,065,029.49</b>

### **Expenditures for Other Funding Sources**

<b><u>Activity</u></b>	<b><u>USDA</u></b>	<b><u>Discretionary (Staff Fund)</u></b>
Payroll/EE Benefits	\$ 26,349.79	00.00
Services/Supplies	\$127,791.22	557.75
<b>Total</b>	<b>\$147,734.44</b>	<b>557.75</b>

### **Basic Program Information**

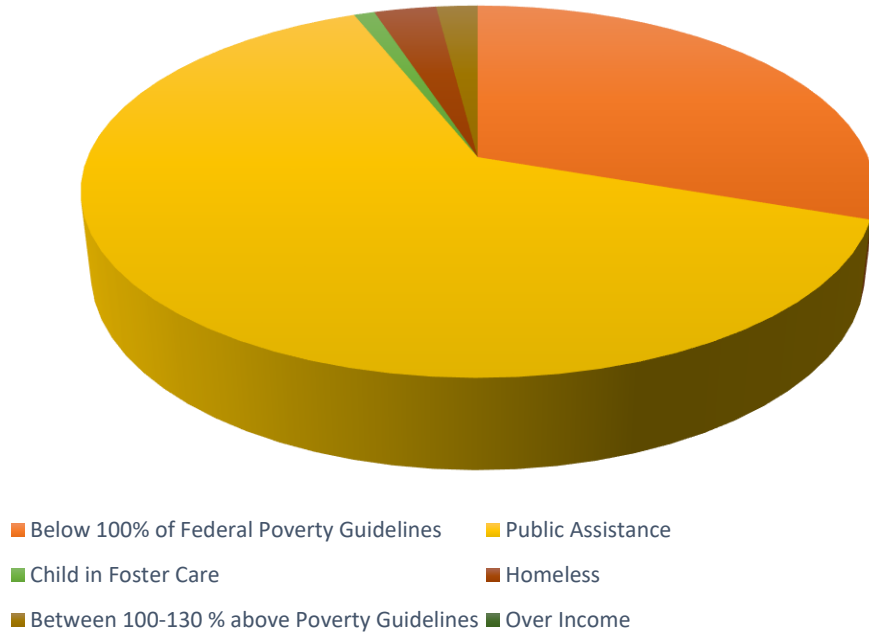
In looking at the following data it is important to understand some basic information about the program.

MCCDC is funded to serve 194 participants prenatally to when a child is eligible for kindergarten. The funding comes from the Office of Head Start, USDA, and the State of Oregon. The program follows the Head Start Performance Standards and Oregon Child Care Regulations to implement all aspects of the program. Part of implementing the Performance Standards means the program likewise adheres to the Head Start Act and the Federal Office of Management and Budget regulations in all program operations and in conducting all fiscal transactions within the program.

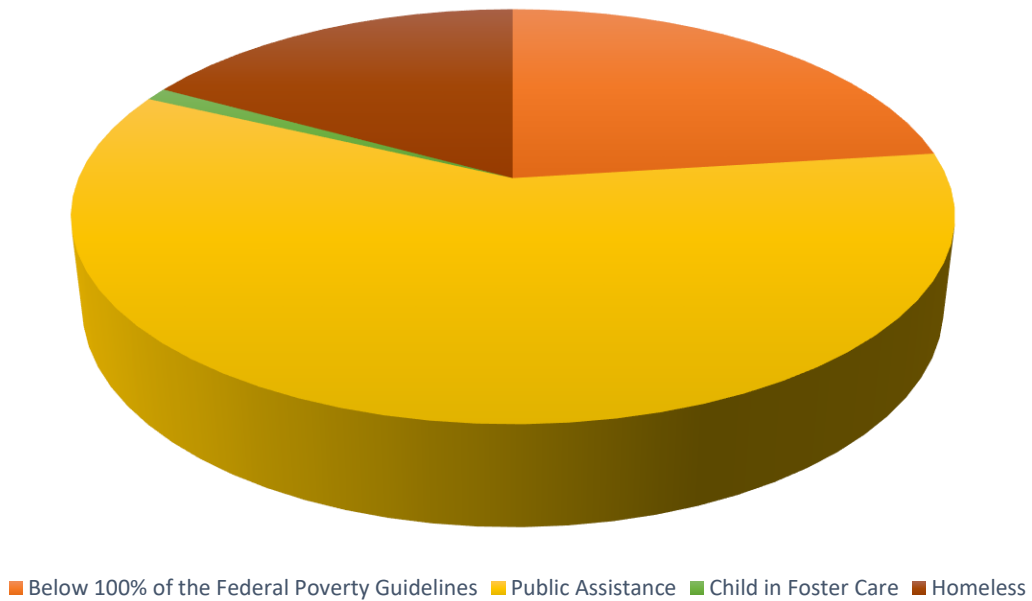
In filling slots for a classroom, there is a point system utilized to identify children and families with the greatest needs to fill empty slots. Using the point system helps to ensure that the lowest income families, those in greatest need, and children with disabilities are enrolled before any over income child/family is enrolled into the program. Once a slot is vacated by a child/family, the program has 30 days in which to fill this slot. Those children/family with the highest points are enrolled first. Over income children/families are only enrolled when there is not an income eligible child or family on the waitlist. The program can only enroll 19 over income children. The goal of the program is to ensure that the neediest of the needy are enrolled and provided services by MCCDC.

## Income Status of MCCDC Early Head Start and OPK-PT Participants

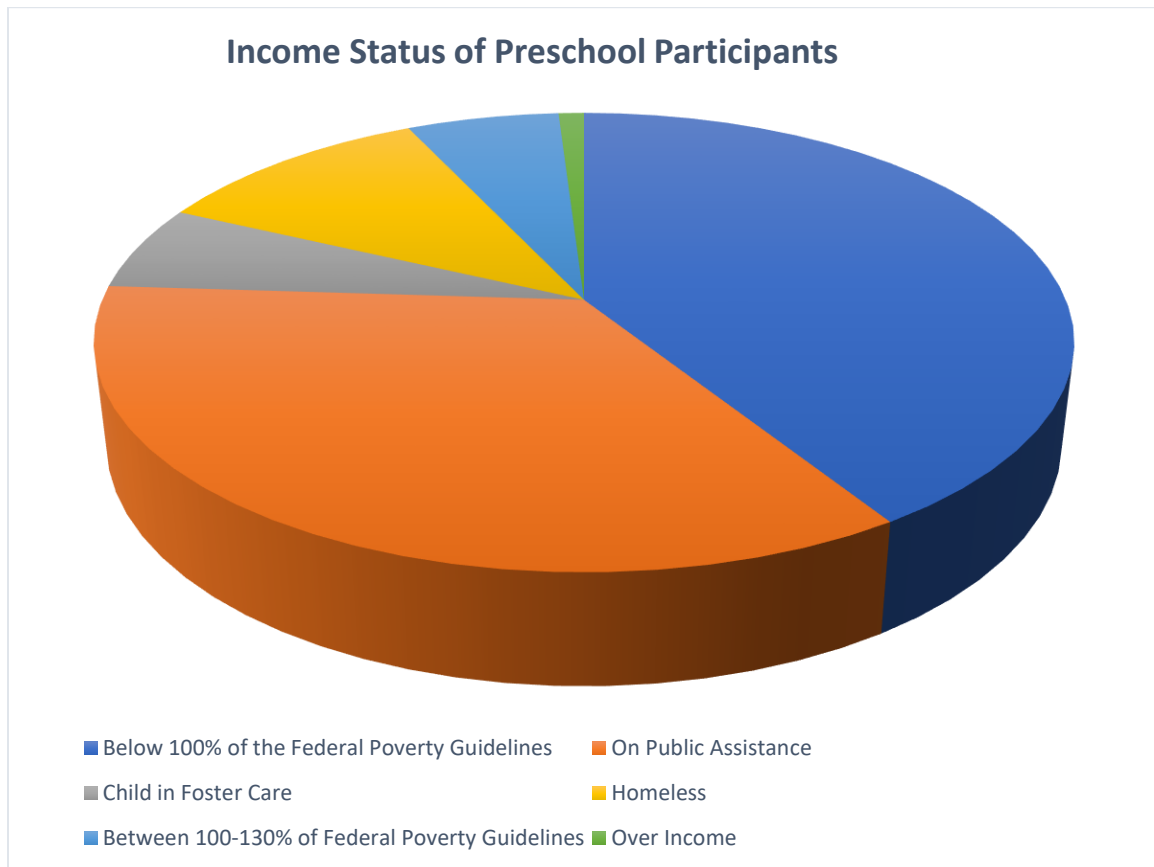
### Income Status of EHS Participants



### Income Status of OPK-PT State Funded Participants

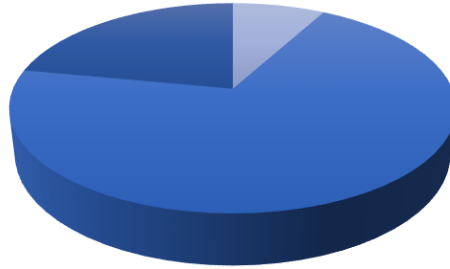


## Income Status of Federally and State Funded Preschool Participants



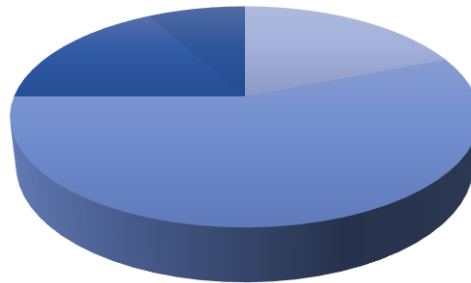
**Educational Obtainment of Parent/Guardians**

**Educational Level of EHS  
Parents/Guardians**



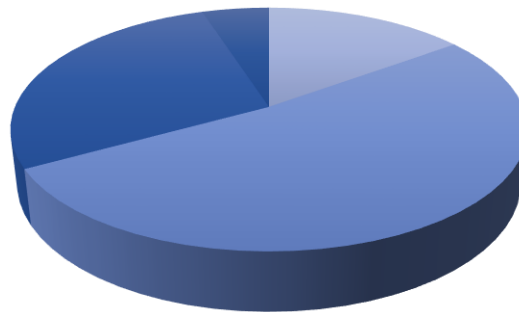
■ Less than High School ■ High School Graduate ■ Some College or A.A.

**Educational Obtainment of OPK-PT Parents  
or Guardians**



■ Less Than High School ■ High School Graduate  
■ Some College or Associates Degree ■ Advanced Degree

**Educational Obtainment of Preschool Parents  
or Guardians**

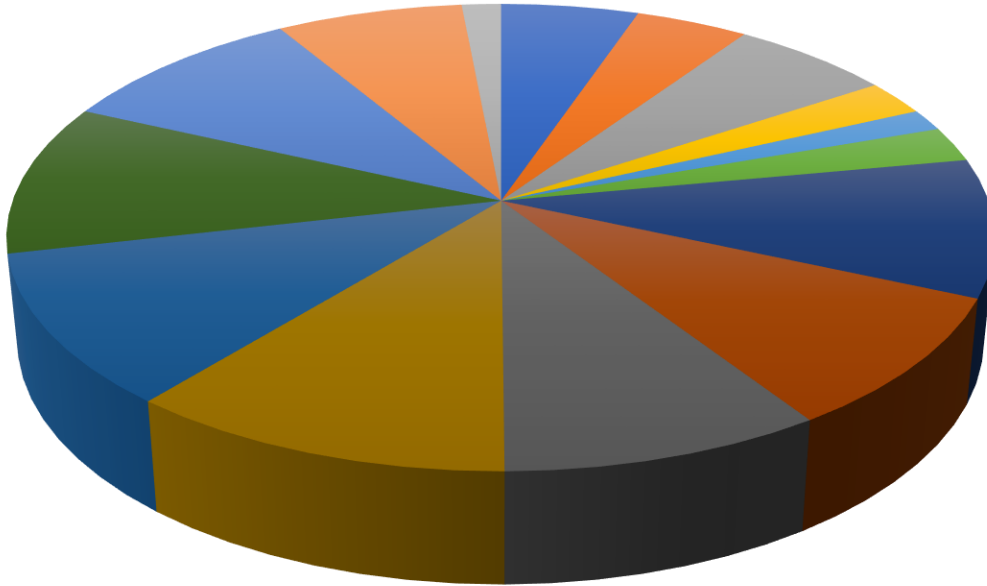


■ Less Than High School ■ High School Graduate  
■ Some College or Associates Degree ■ Advanced Degree



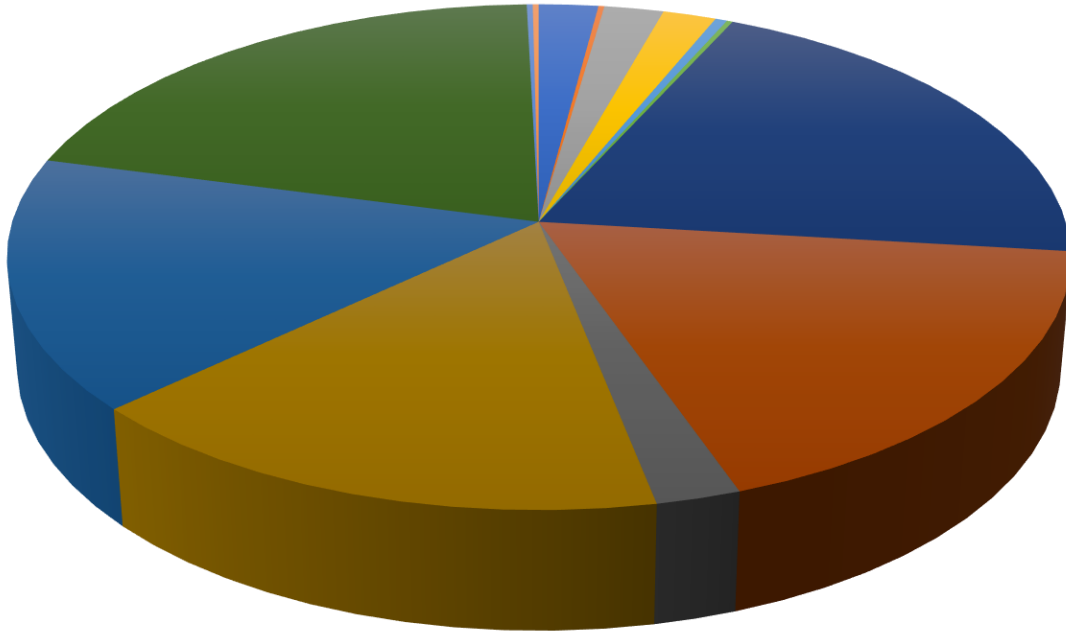
**Services Provided to MCCDC Families**

**Services Provided to Early Head Start Families**



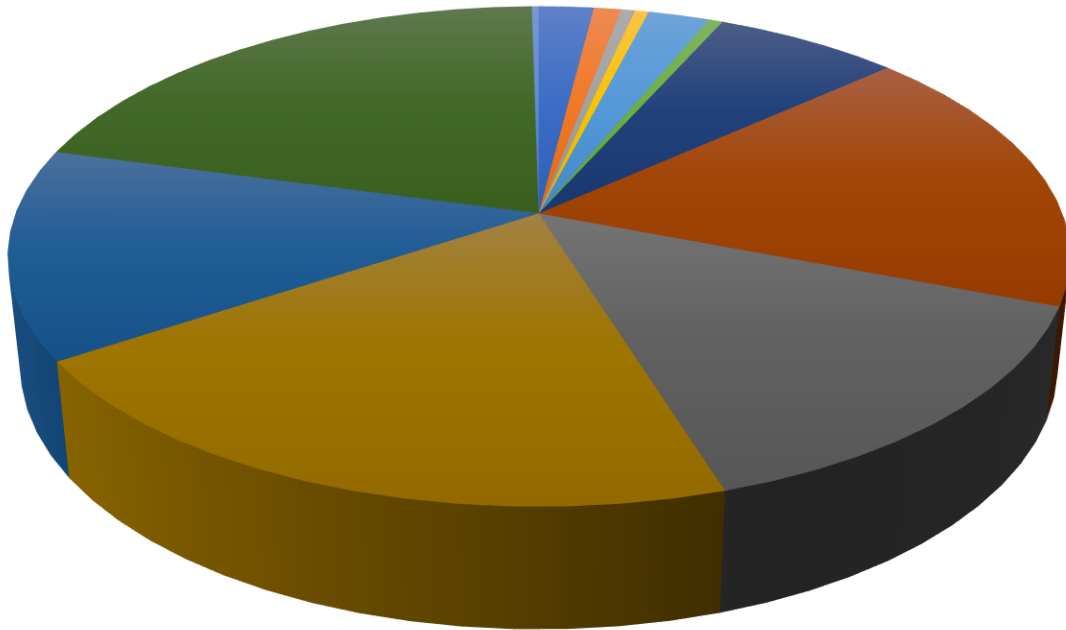
- Emergency/Crisis Intervention
- Housing Assistance
- Asset Building Services
- Mental Health Services
- ESL Training
- Assistance in Enrolling in an Education or Job Training Program
- Research-Based Parenting Curriculum
- Involvement in Discussing Their Child's Screening and Assessment Results
- Supporting Transitions Between Programs
- Education on Preventive Medical and Oral Health
- Education on Health and Developmental Consequences of Tobacco Product use
- Education on Nutrition
- Education on Postpartum Care
- Education on Relationship/Marriage
- Assistance to Families of Incarcerated Individuals

## Services Provided to OPK-PT Families



- Emergency Services
- Housing
- Asset Building
- Mental Health Services
- ESL Training
- Assistance to enroll in Job Training
- Research-Based Parenting Curriculum
- Involvement in Discussing Child's Assessment and Screening Results
- Support Transition Between Programs
- Education on Preventative Medical/Oral Health
- Education on Tobacco
- Education on Nutrition
- Education on Postpartum Care
- Education on Relationship/Marriage

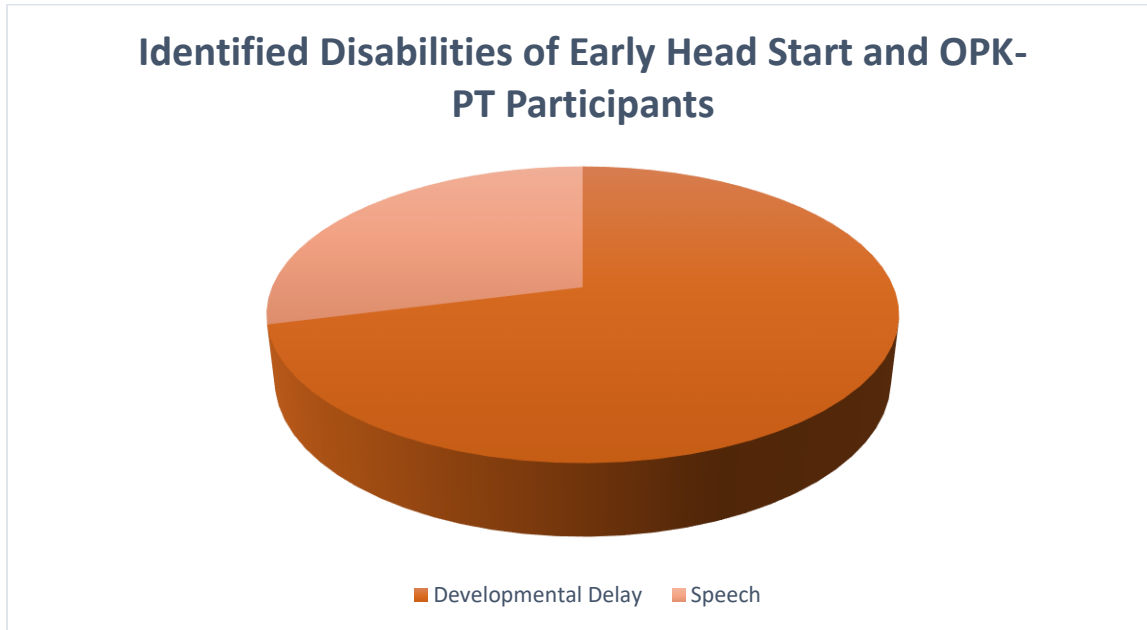
## Services Provided to OPK and HS Preschool Families



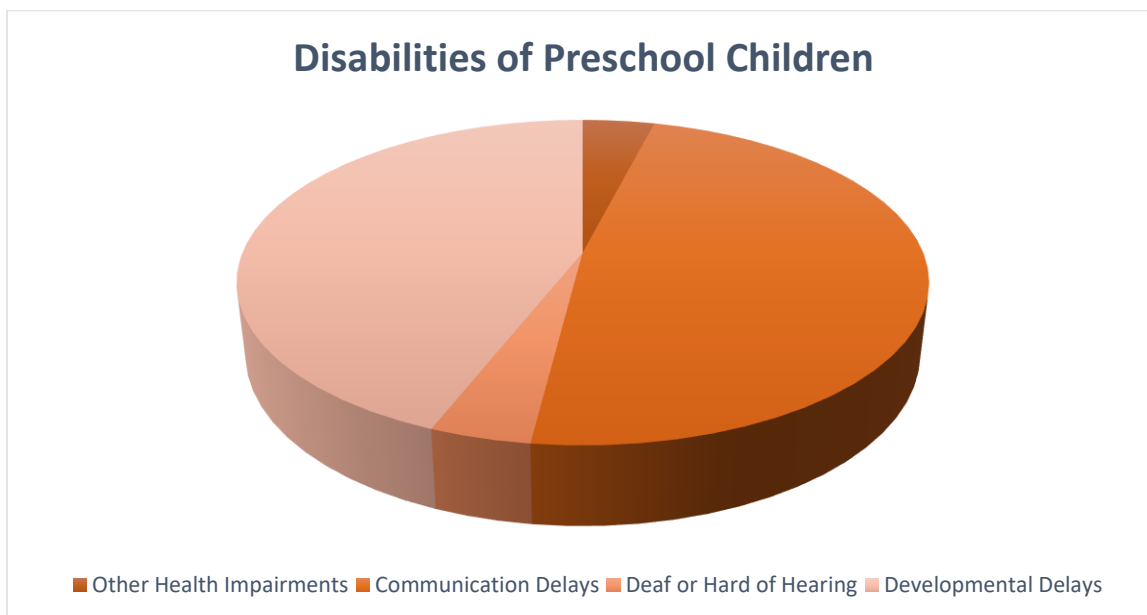
- Emergency Services
- Housing
- Asset Building
- Mental Health Services
- ESL Training
- Assistance in Enrolling in Job Training
- Parenting Curriculum
- Involvement in Discussing Child's Screening and Assessment Results
- Transitions Between Programs
- Preventative Medical/Oral Health
- Education on Tobacco Use
- Education on Nutrition
- Education on Postpartum Care

### Children with Disabilities

Of the 75 Early Head Start and OPK-PT children served by the program, 7 of them qualified for Early Childhood Special Education. The following chart shows the children's identified disabilities.



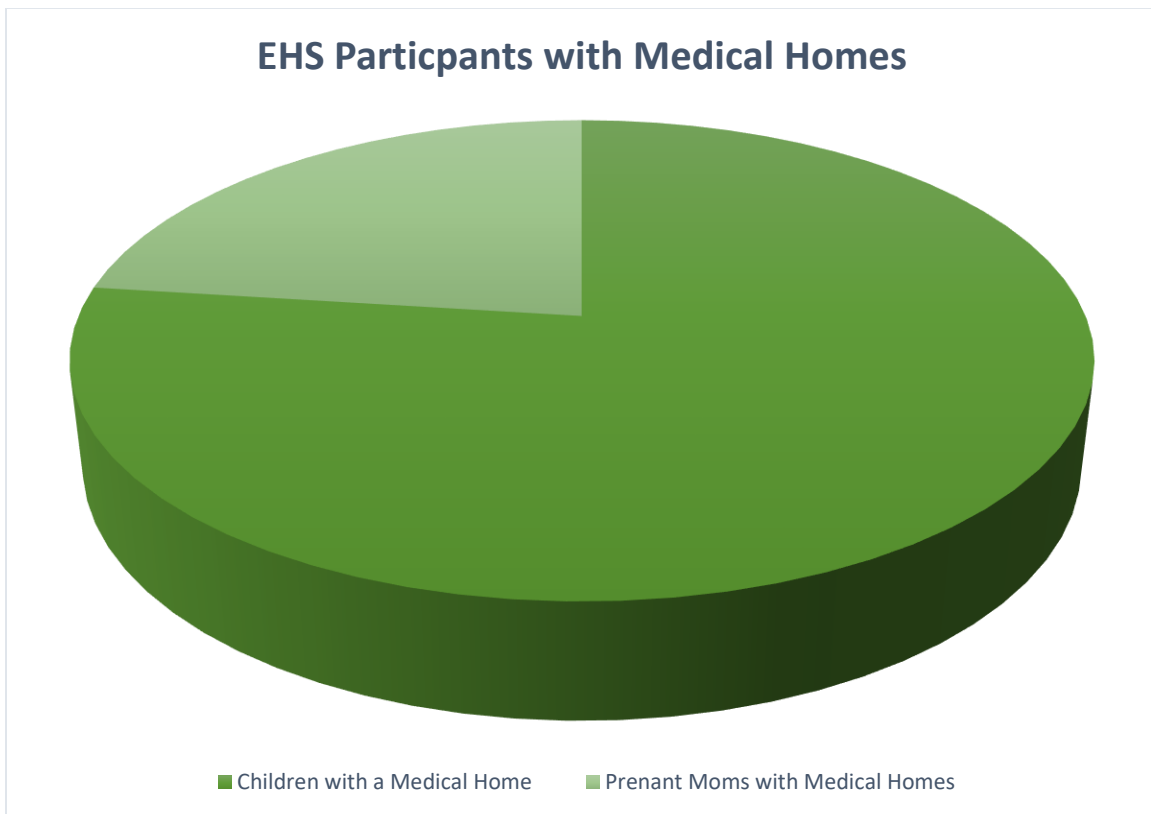
Of the 161 preschool children served by the program, 27 of them qualified for Special Education. The following chart shows the children's identified disabilities.



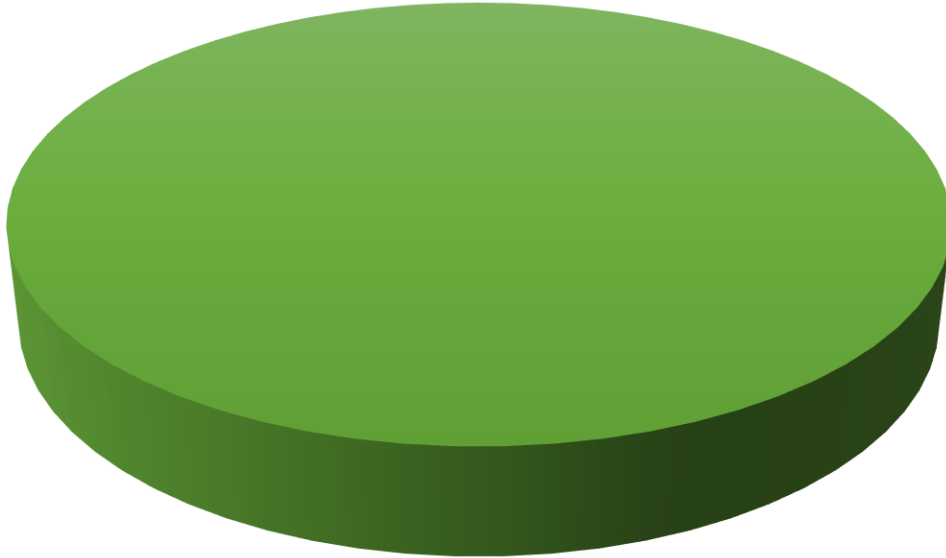
### Health Services for all Participants

In looking at the data on health services provided to children it is important to note that the program is funded to serve 194 children and families, but over the course of the school year the program served 236 children and families. This is important to note since often the children are not enrolled in the program long enough to complete all needed medical screenings and services. It is also important to note that some of the participants in the EHS program are pregnant mothers or newborn children who may not have some of the screenings except by their physician.

### Information on Participants with Medical Homes:

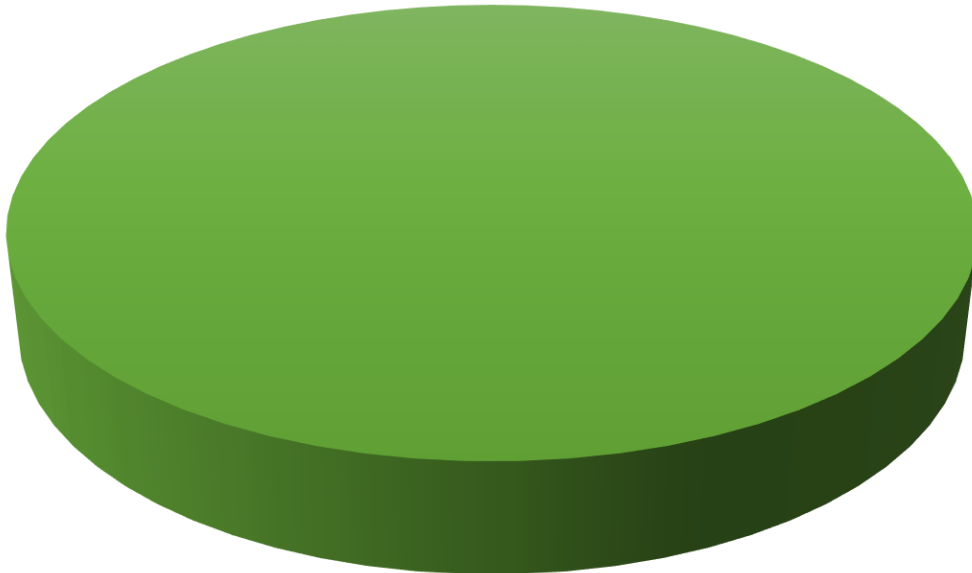


### OPK-PT Participants with a Medical Home



■ Participants

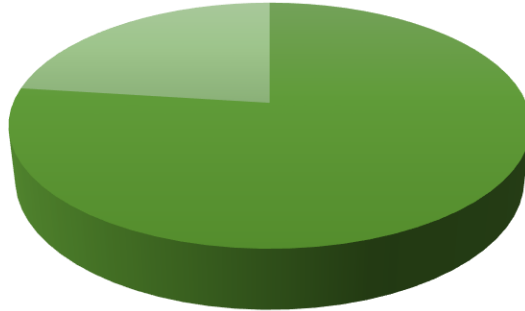
### Preschool Participant with a Medical Home



■ Participants with a Medical Home

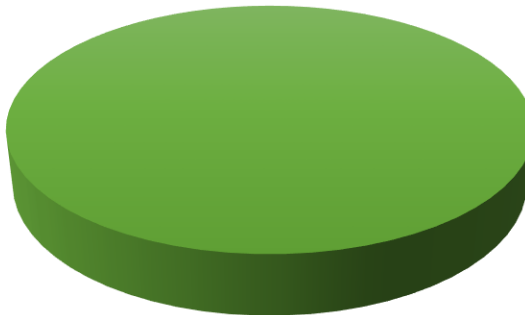
**Insurance Data on Participants:**

**EHS Participants with Medical Insurance**



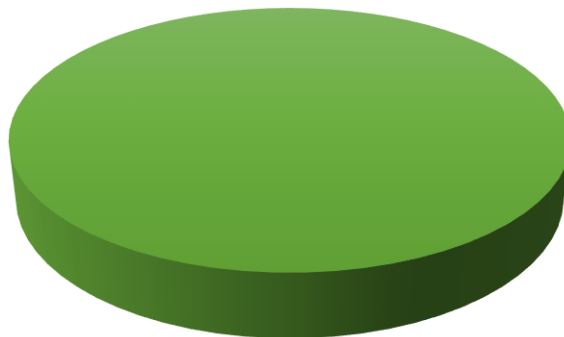
■ Infants and Toddlers with Medical Insurance    ■ Pregnant Mothers with Medical Insurance

**OPK-PT Participants with Medical Insurance**



■ Participants with Medical Insurance

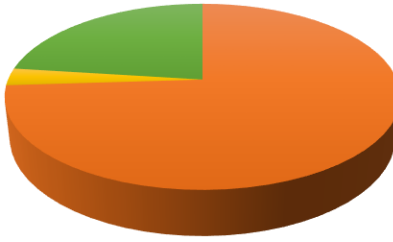
**Preschool Participants with Medical Insurance**



■ Participants with Medical Insurance

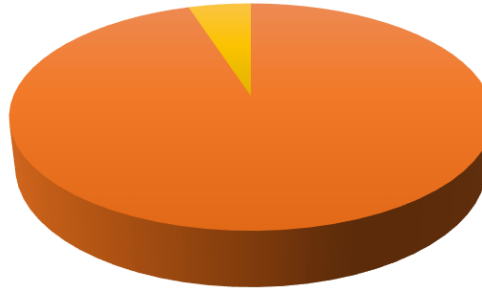
**Participants up to Date on Well Child Checks**

**Well Child Checks of EHS Participants**



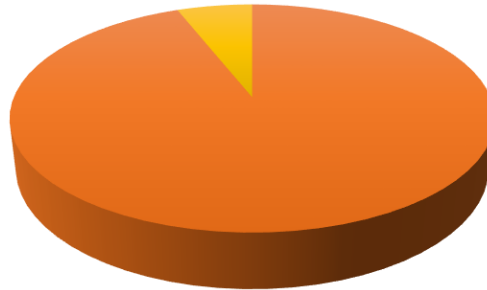
- Infants & Toddlers up to Date on Well Child Checks
- Infants & Toddlers not up to Date on Well Child Checks
- Pregnant Mothers up to Date on Well Child Checks
- Pregnant Mothers not up to Date on Well Child Checks

**Data on Well Child Checks of OPK-PT Participants**



- Participants up to Date on Well Child Checks
- Participants not up to Date on Well Child Checks

**Data on Well Child Checks of Preschool Participants**

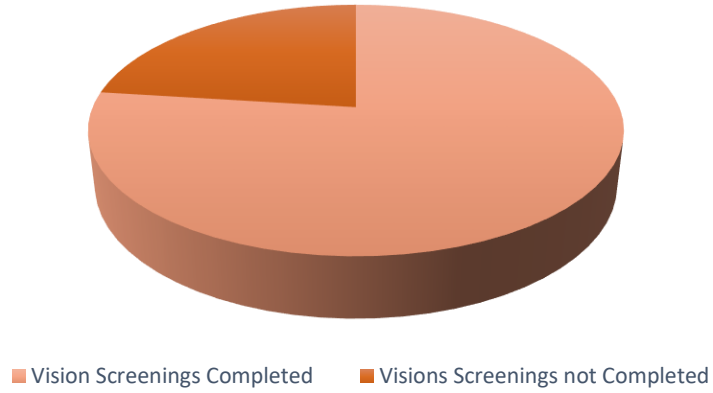


- Participants up to Date on Well Child Checks
- Participants not up to Date on Well Child Checks



**Data on Vision Screenings**

**Vision Screening Data on EHS Participants**



**Vision Screening Data on OPK-PT Participants**

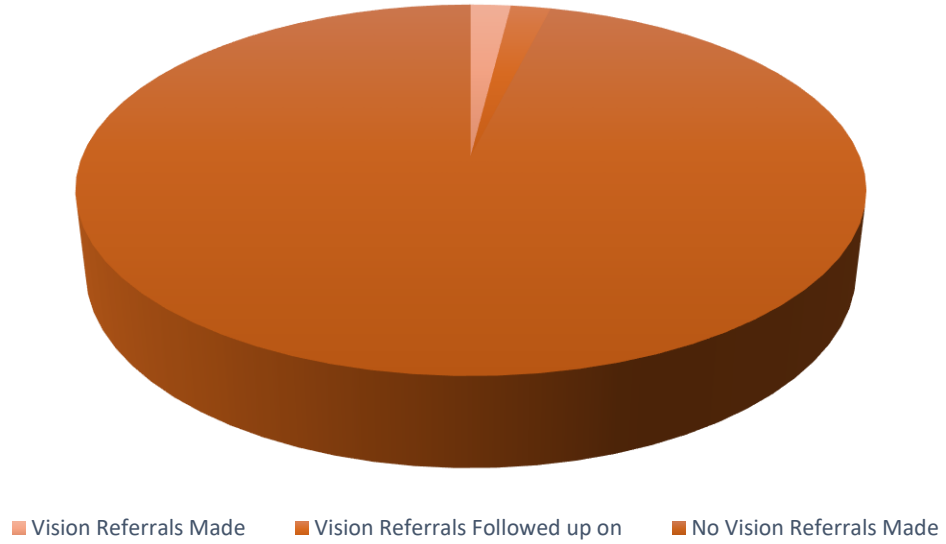


**Vision Screening Data on Preschool Participants**

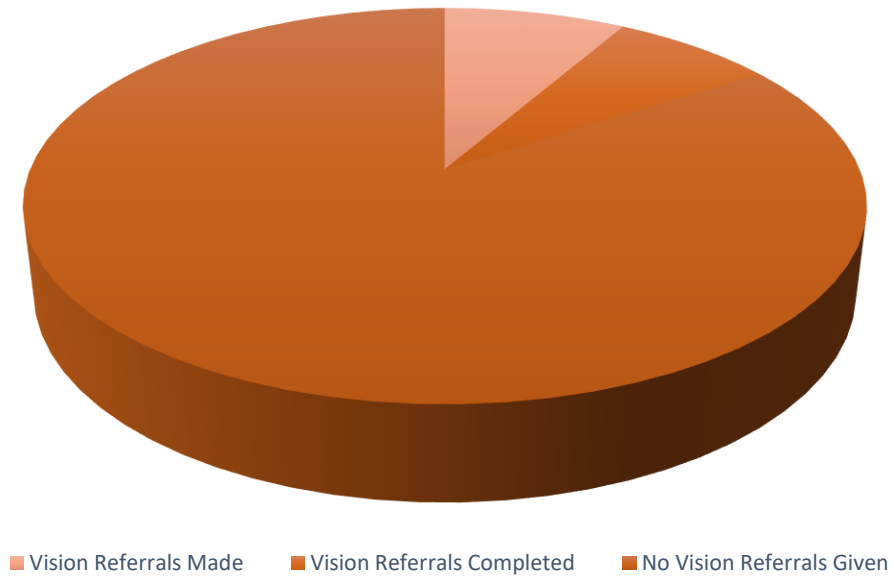


**Data on Vision Referrals**

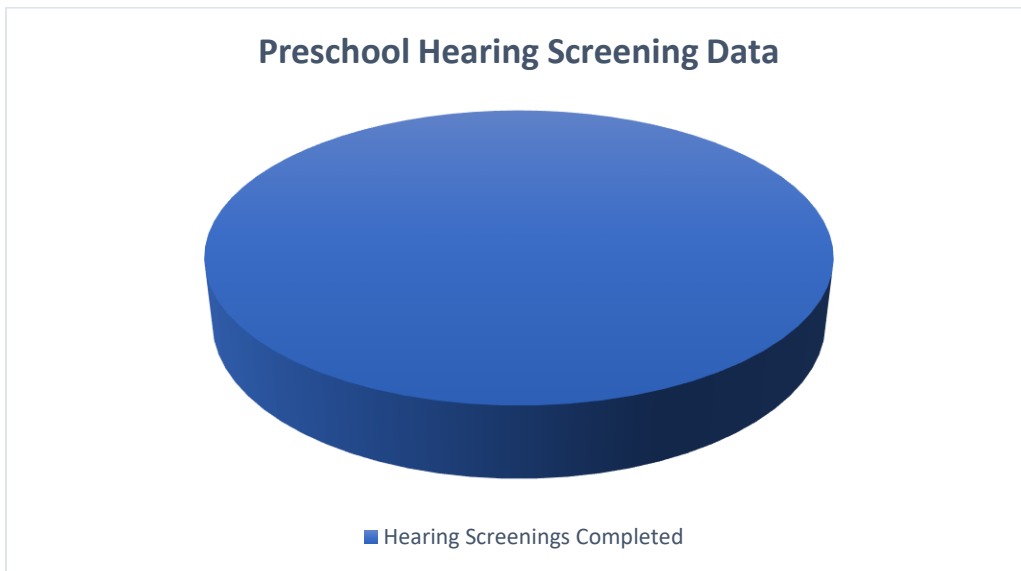
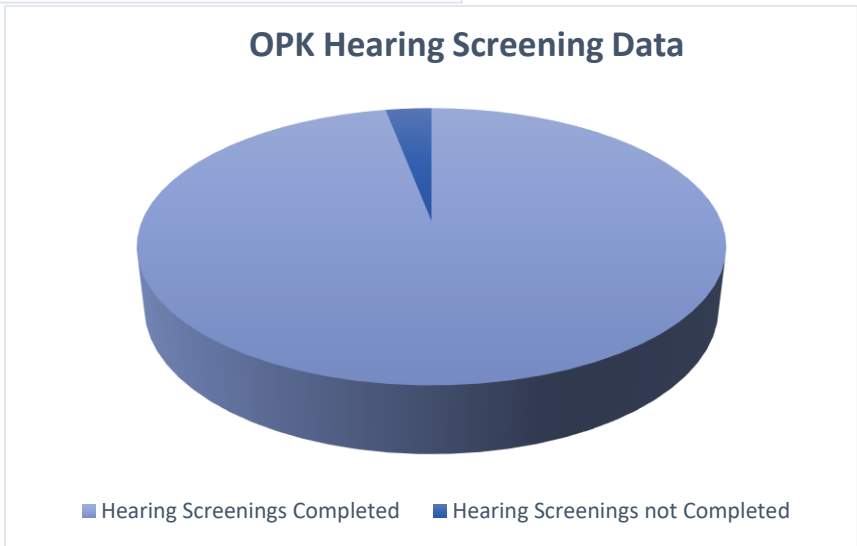
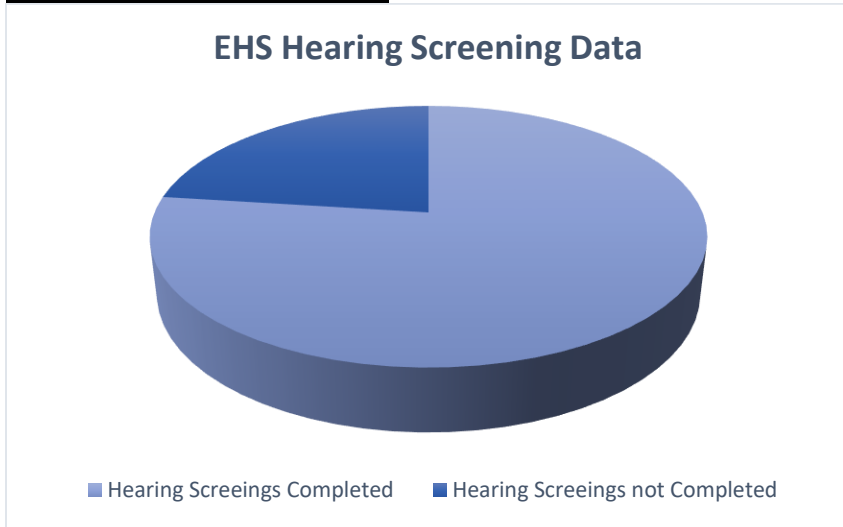
**Data on OPK-PT Vision Referrals**



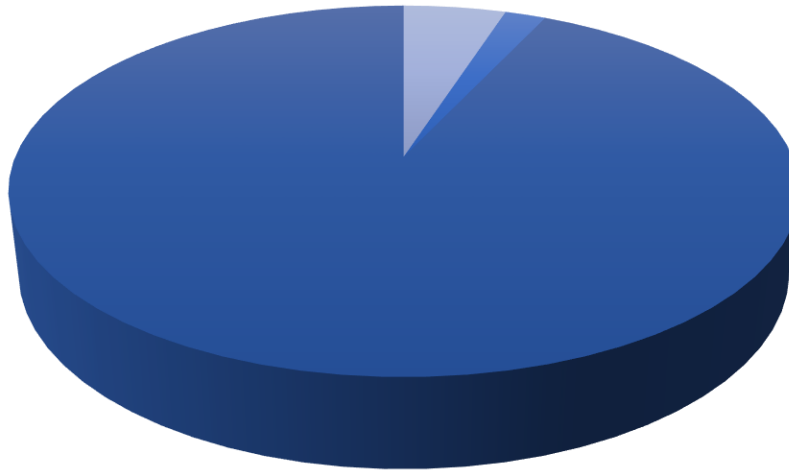
**Data on Preschool Vision Referrals**



**Data on Hearing Screenings**

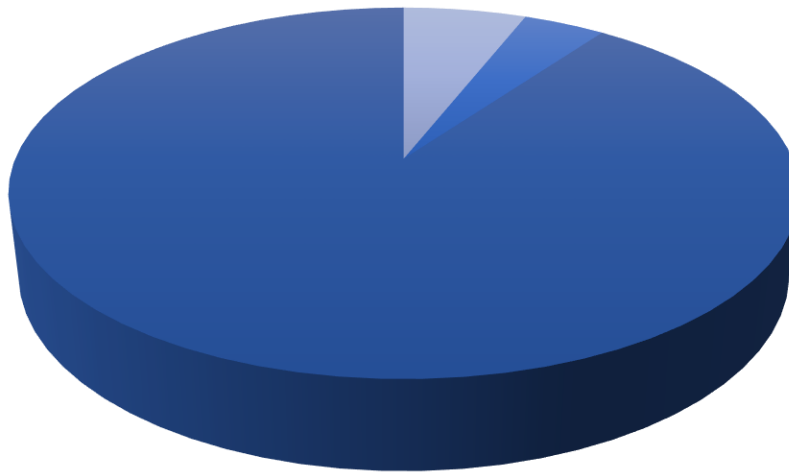


### Data on OPK-PT Hearing Screening Follow up



■ Hearing Referrals Made   ■ Hearing Referrals Followed up on   ■ No Referrals made

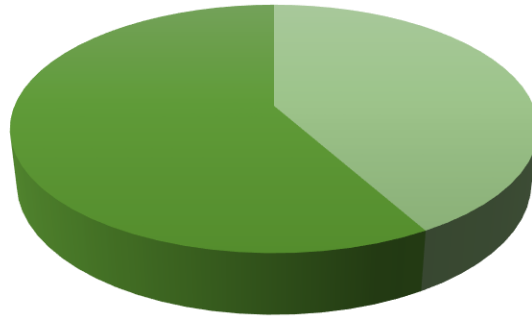
### Data on Preschool Hearing Follow up



■ Referrals Made   ■ Referrals Followed up on   ■ No Referrals Made

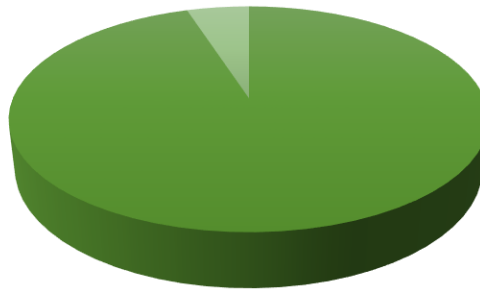
**Data on Dental Screenings and Follow-up Services**

**EHS Participants with Dental Homes**



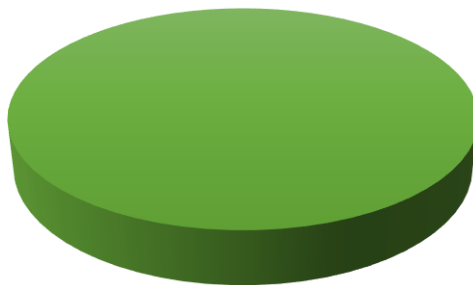
■ Infants and Toddlers with Dental Homes   ■ Mothers with Dental Homes

**OPK-PT Participants with Dental Homes**



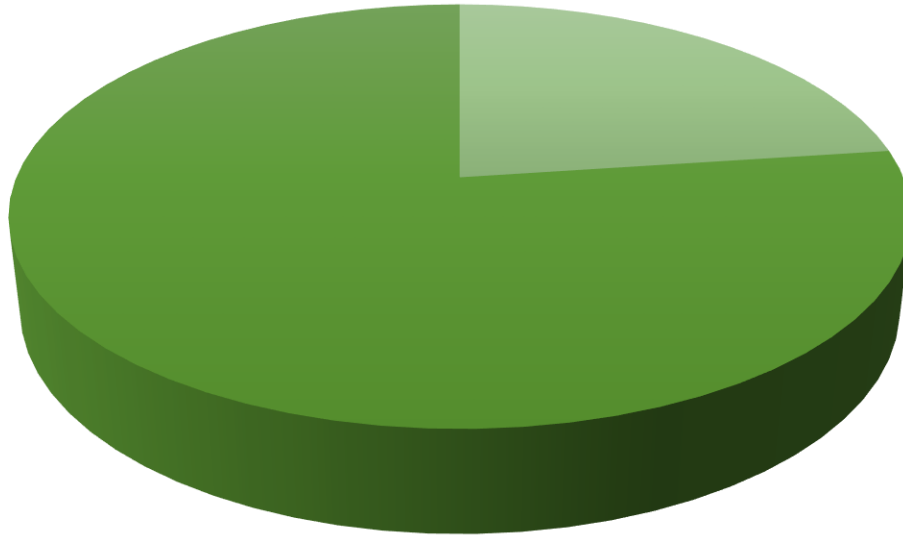
■ Participants with a Dental Home  
■ Participants with no Dental Home

**Preschool Participants with Dental Homes**



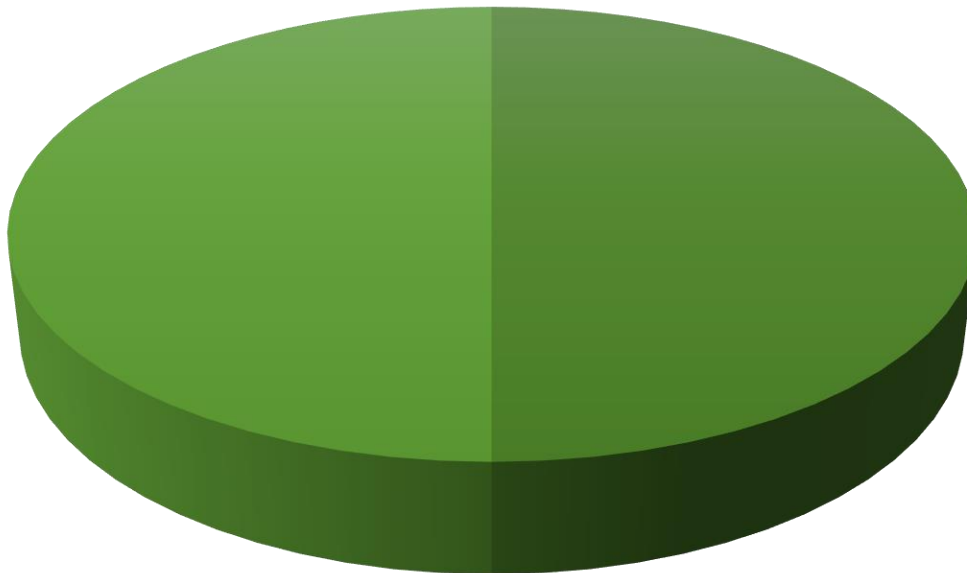
■ Participants with a Dental Home

### OPK-PT Preventive Dental Care



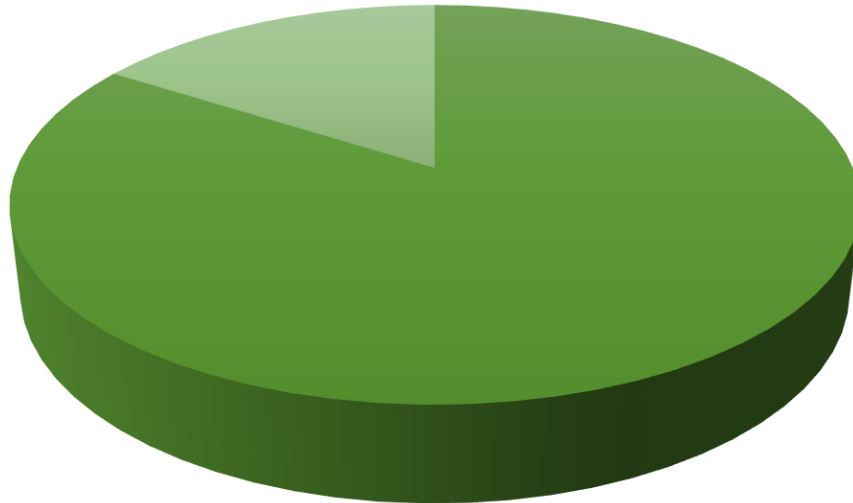
■ Participants Receiving Preventive Care    ■ Participants not Receiving Preventive Care

### Data on Follow-up Dental Care for OPK-PT Participants



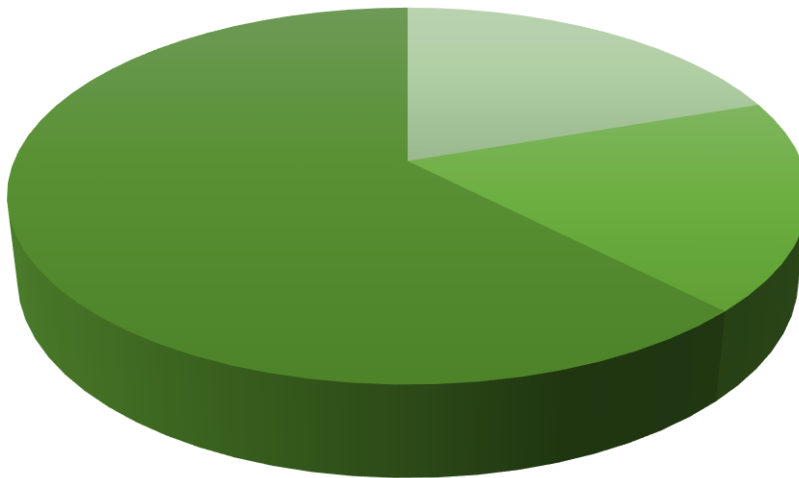
■ Participants Receiving Follow up Services    ■ Participants Needing Follow up Services

### Data on Dental Services Provided to Preschool Participants



■ Participants with up to Date Dental Exams    ■ Participants not up to date on Dental Exams

### Participants Needing Follow-up Dental Services



■ Referrals Made    ■ Referrals Followed-up on    ■ Participants not Needing Follow-up Dental Services

**Educational Services:**

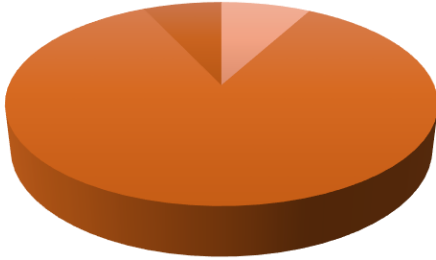
**Social Emotional Assessment Results of all Participants**





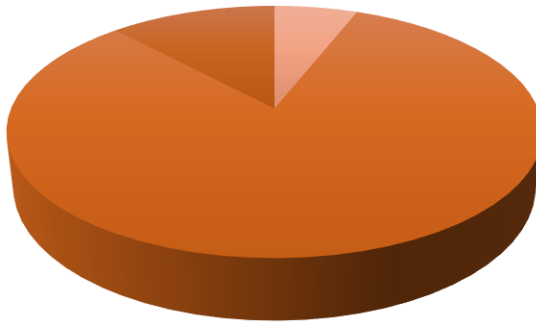
## Physical Assessment Results of All Participants

### Fall Physical Assessment



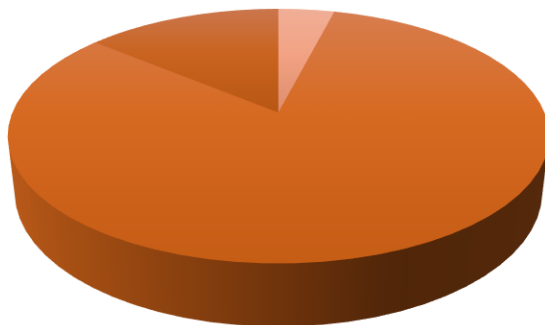
Below Expectations Meeting Expectations  
Exceeding Expectations

### Winter Physical Assessments



Below Expectations Meeting Expectations Exceeding Expectations

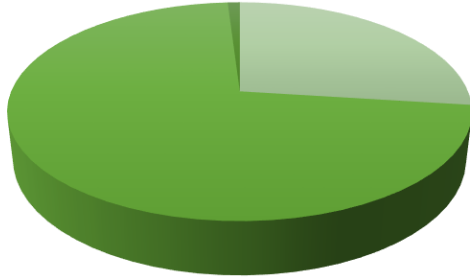
### Spring Physical Assessments



Below Expectations Meeting Expectations Exceeding Expectations

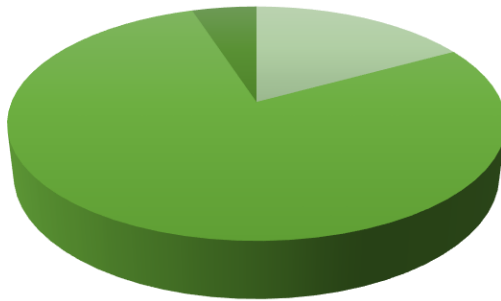
**Language Assessment Results of All Participants**

**Fall Laugage Assessment**



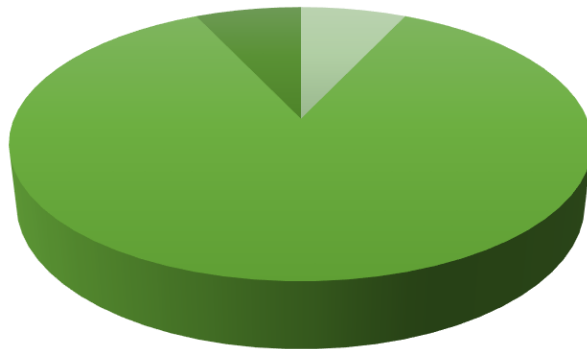
■ Below Expectations   ■ Meeting Expectations  
■ Exceeding Expectations

**Winter Language Assessment**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

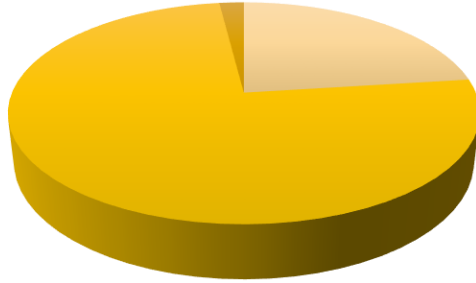
**Spring Lanugage Assessment**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

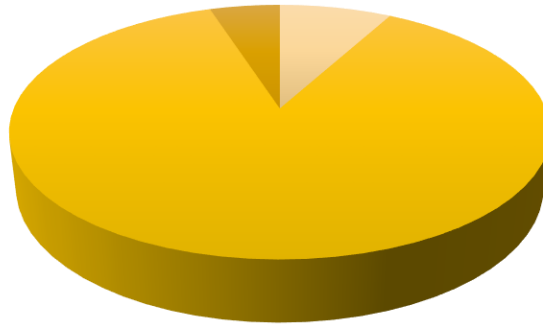
## Cognitive Assessment Results of all Participants

### Fall Cognitive Assessment Results



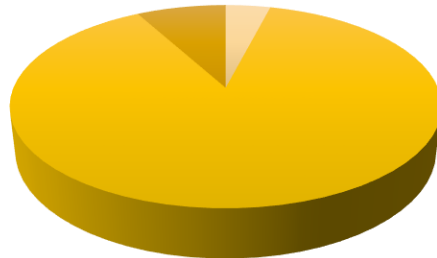
Below Expectations Meeting Expectations Exceeding Expectations

### Winter Cognitive Assessment Results



Below Expectations Meeting Expectations Exceeding Expectations

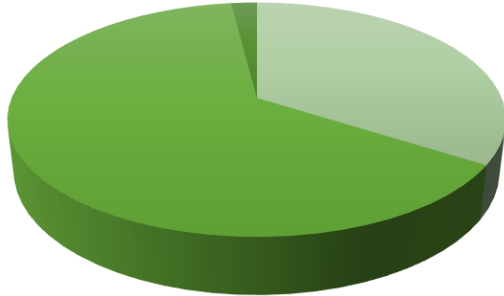
### Spring Cognitive Assessment Results



Below Expectations Meeting Expectations Exceeding Expectations

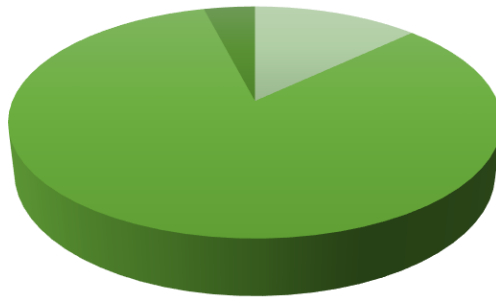
**Literacy Assessment Results of all Participants**

**Fall Literacy Assessment Results**



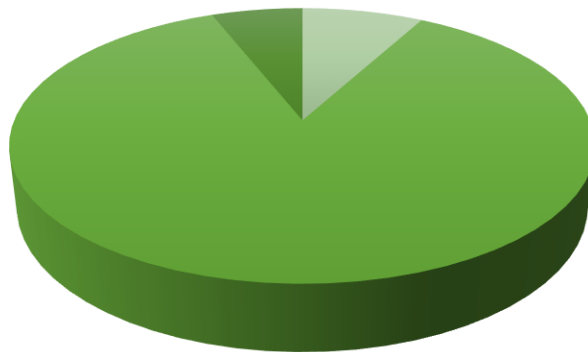
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

**Winter Literacy Assessment Results**



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

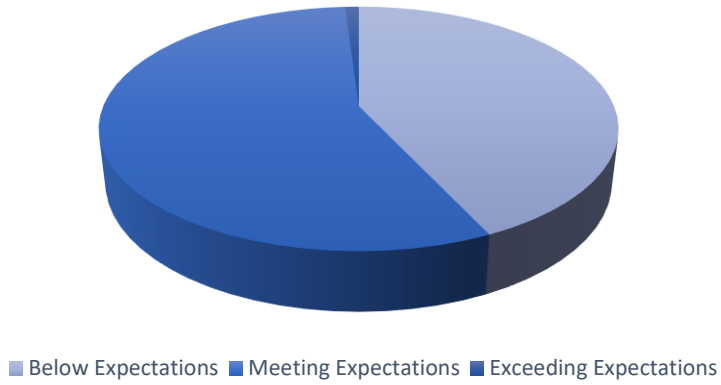
**Spring Literacy Assessment Results**



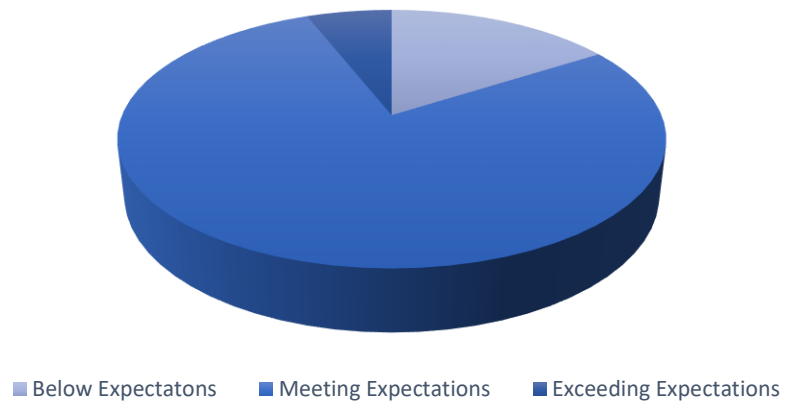
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

## Mathematics Assessment Results of all Participants

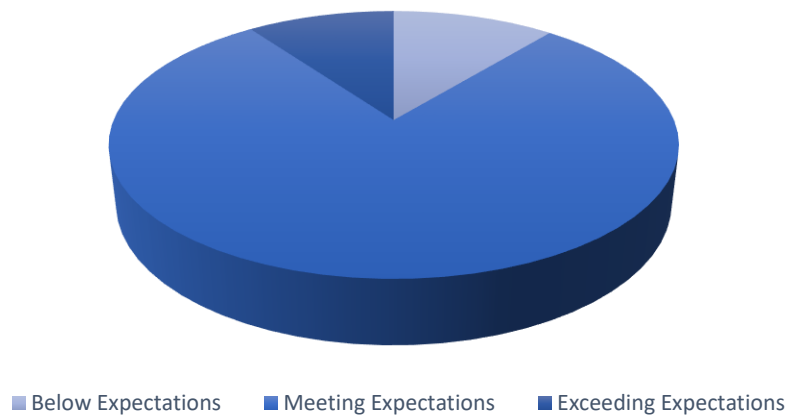
### Fall Mathematics Assessment Results



### Winter Literacy Assessment Results



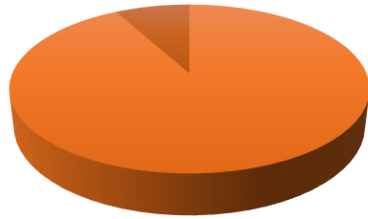
### Spring Literacy Assessment Results



## **Early Head Start Assessment Results in all Developmental Areas:**

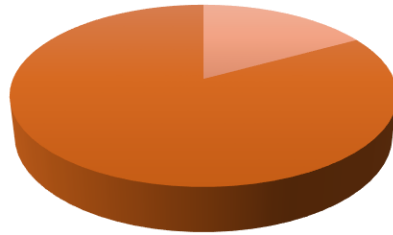
In reading the EHS assessment results it is important to note that the program served nine pregnant women. When their babies were born, they became part of the infants being served. Other children aged out of EHS at three and new participants were enrolled. The program was funded to serve 20 EHS participants but served 39. This means that new participants were constantly being enrolled throughout the program year which changes the percentage rate in each category.

### **Fall Social-Emotional Assessment Results**



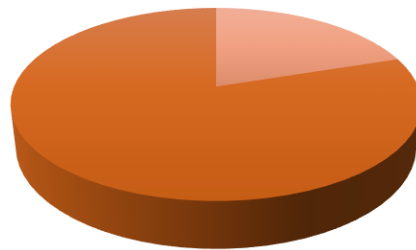
■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

### **Winter Social-Emotional Assessment Results**



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations ■

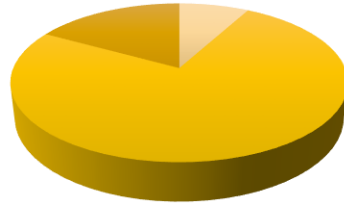
### **Spring Social-Emotional Assessment Results**



■ Below Expectations ■ Meeting Expectations ■ Exceeding Expectations

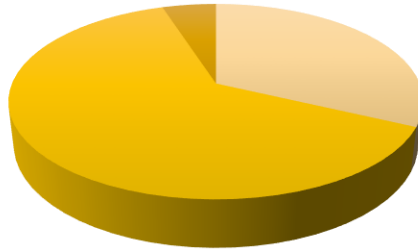
**Physical Assessment Results of EHS Participants:**

**Fall Physical Development Assessment Results**



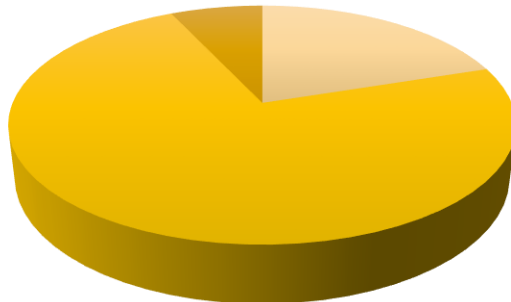
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Winter Physical Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

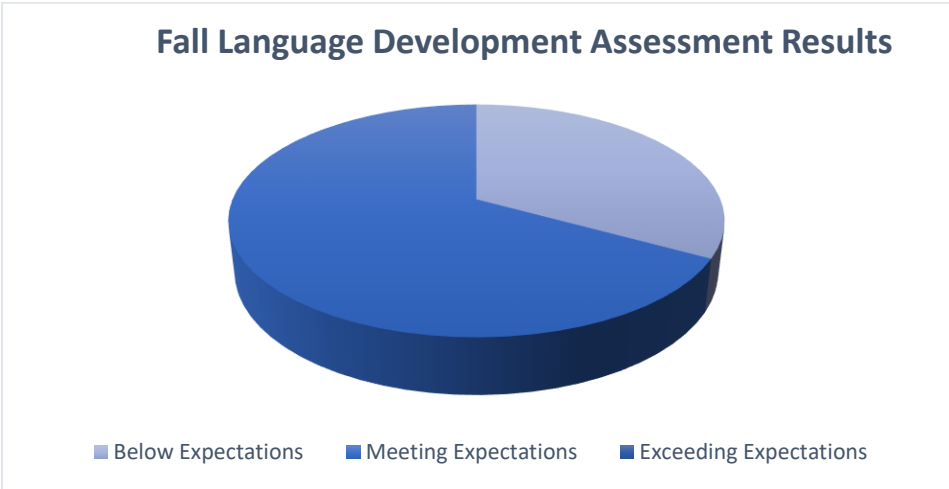
**Spring Physical Development Assessment Results**



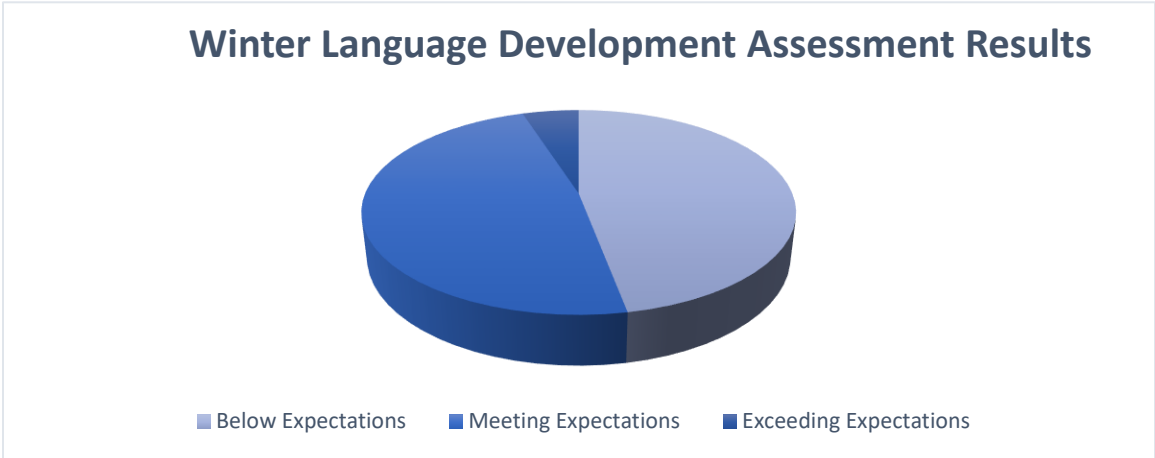
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**EHS Language Development Assessment Results:**

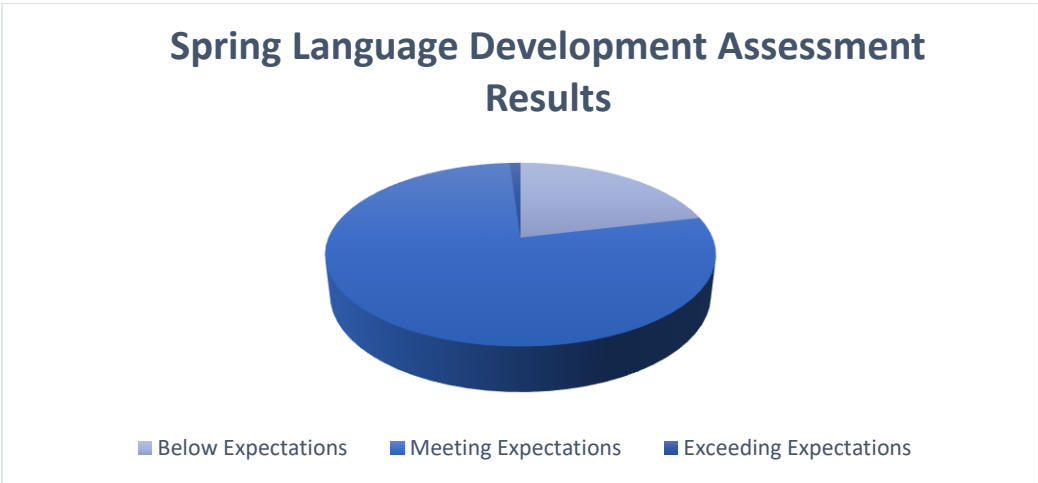
**Fall Language Development Assessment Results**



**Winter Language Development Assessment Results**



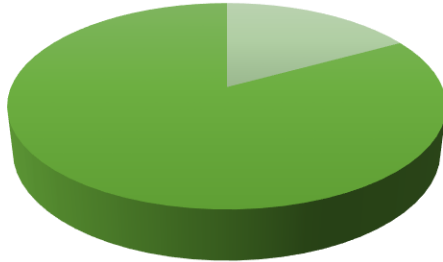
**Spring Language Development Assessment Results**





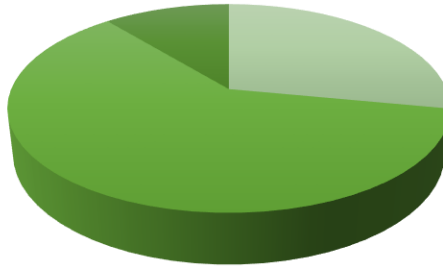
## EHS Cognitive Development Assessment Results:

### Fall Cognitive Assessment Results



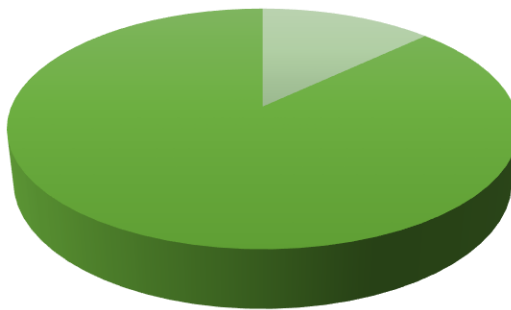
■ Below Expectations   ■ Meeting Expectations  
■ Exceeding Expectations

### Winter Cognitive Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

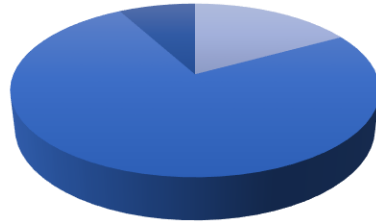
### Spring Cognitive Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

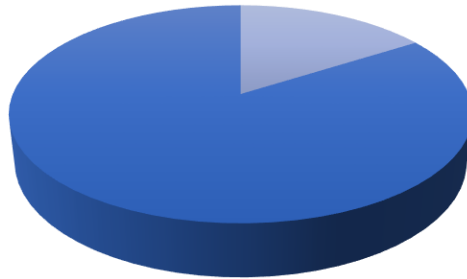
**EHS Literacy Development Assessment Results:**

**Fall Literacy Development Assessment Results**



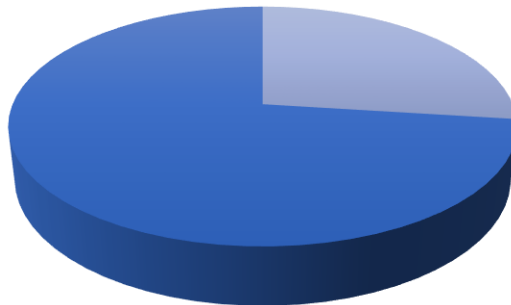
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Winter Literacy Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

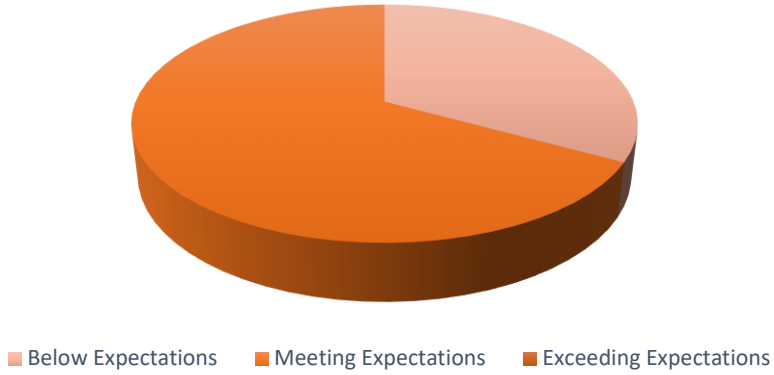
**Spring Literacy Development Assessment Results**



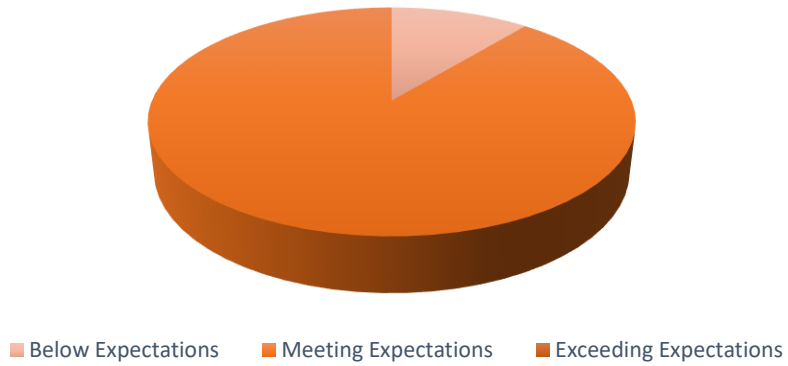
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**EHS Mathematics Development Assessment Results:**

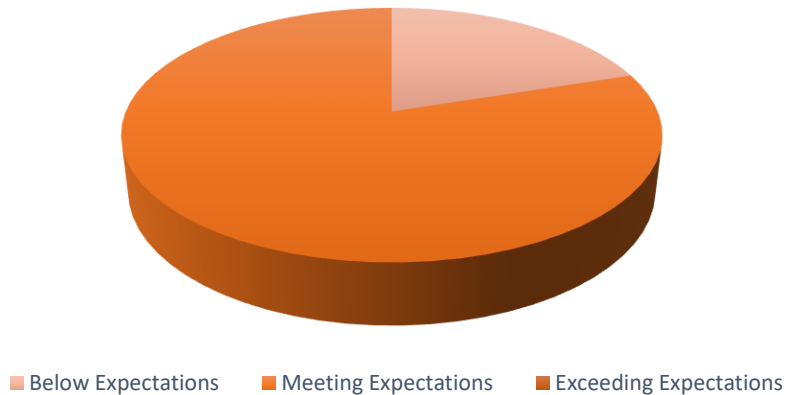
**Fall Literacy Development Assessment Results**



**Winter Mathematics Assessment Results**



**Spring Mathematics Development Assessment Results**



## **OPK-PT Assessment Results for all Developmental Areas:**

In looking at the assessment results for the Oregon Prenatal to Three results it is important to note the number of children that were served in this program option. MCCDC is funded to serve 32 infants and toddlers from six weeks to three years of age. Over the course of the 2022-2023 program year 39 were served. In addition to looking at the development of infants and toddlers it is important to note that they move quickly from one developmental level to another, as this occurs the level of complexity for each developmental area increases.

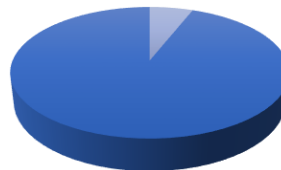
## **OPK-PT Social-Emotional Development Assessment Results:**

### **Fall Social-Emotional Developmental Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### **Winter Social-Emotional Development Screening Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

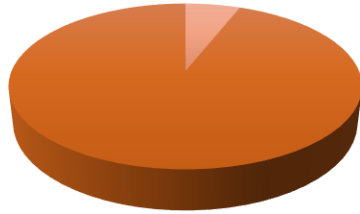
### **Spring Social-Emotional Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

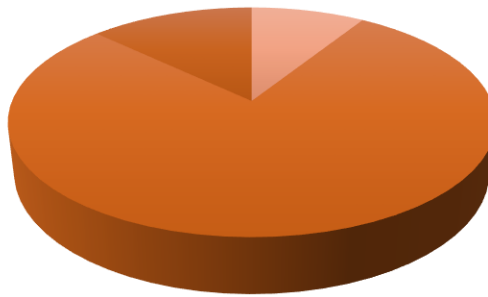
**OPK-PT Physical Development Assessment Results:**

**Fall Physical Development Assessment Results**



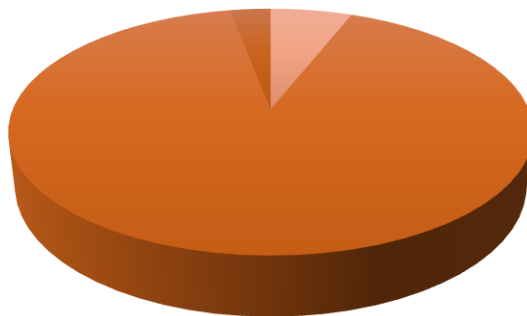
Below Expectations Meeting Expectations Exceeding Expectations

**Winter Physical Development Assessment Results**



Below Expectations Meeting Expectations Exceeding Expectations

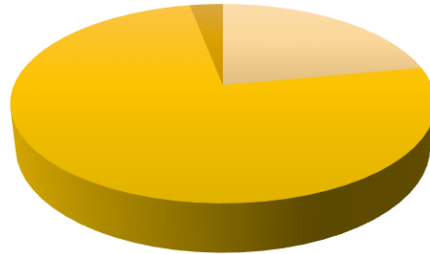
**Spring Physical Development Assessment Results**



Below Expectations Meeting Expectations Exceeding Expectations

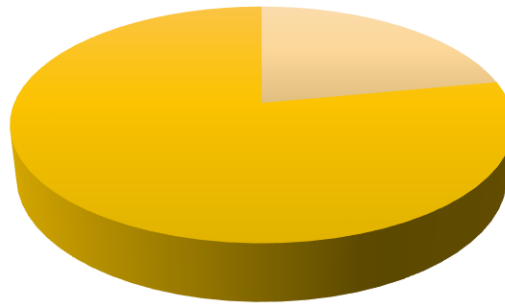
**OPK-PT Language Development Assessment Results:**

**Fall Lanugage Development Assessment Results**



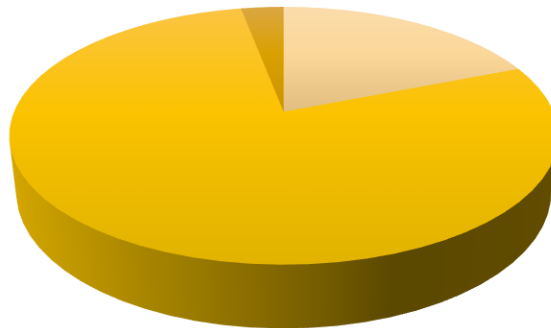
Below Expectations Meeting Expectations Exceeding Expectations

**Winter Language Development Assessment Results**



Below Expectations Meeting Expectations Exceeding Expectations

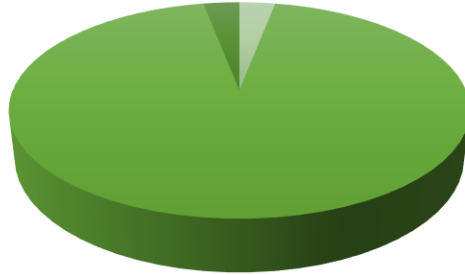
**Spring Language Development Assessment Results**



Below Expectations Meeting Expectations Exceeding Expectations

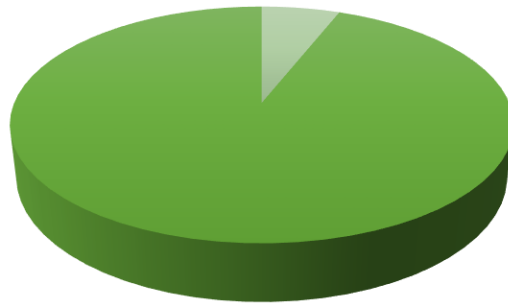
**OPK-PT Cognitive Development Assessment Results:**

**Fall Cognitive Development Assessment Results**



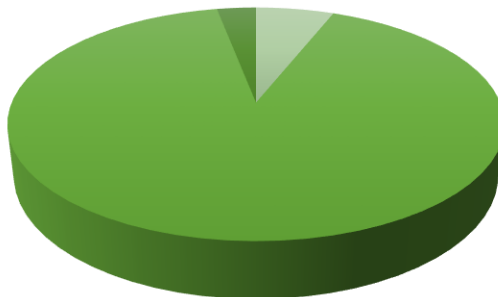
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Winter Cognitive Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

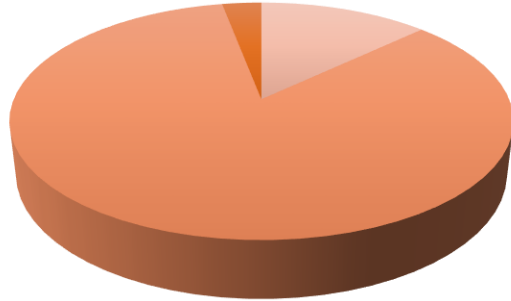
**Spring Cognitive Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

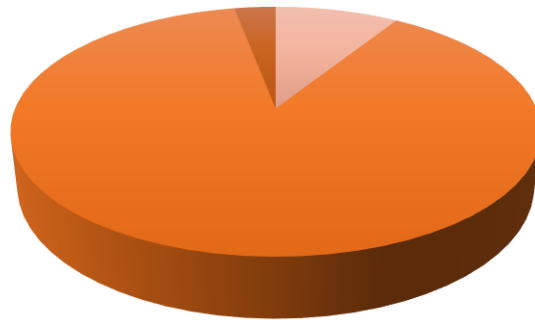
## OPK-PT Literacy Development Assessment Results:

### Fall Literacy Development Assessment Results



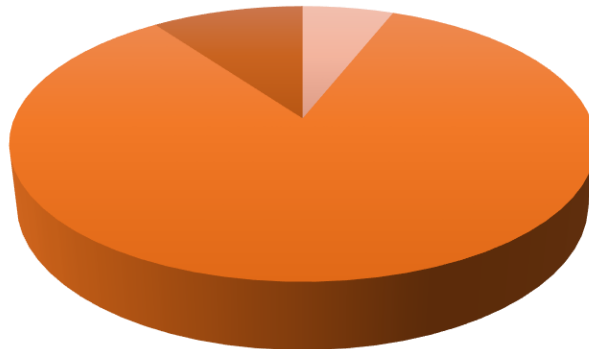
Below Expectations Meeting Expectations Exceeding Expectations

### Winter Literacy Development Assessment Results



Below Expectations Meeting Expectations Exceeding Expectations

### Spring Literacy Development Assessment Results

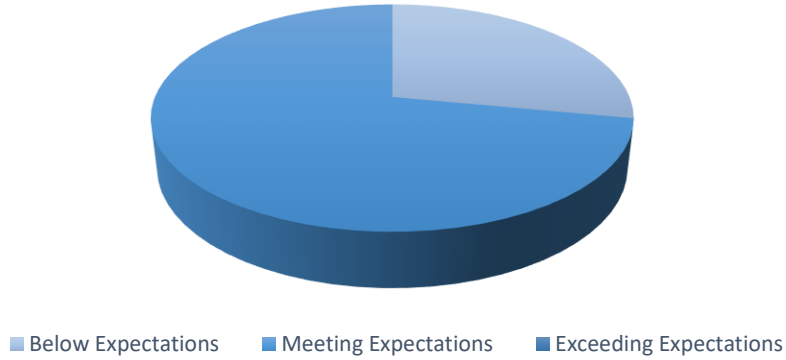


Below Expectations Meeting Expectations Exceeding Expectations

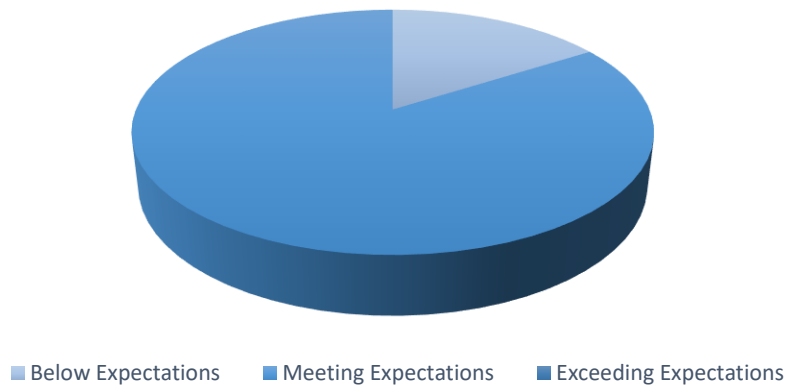


**OPK-PT Mathematics Assessment Results:**

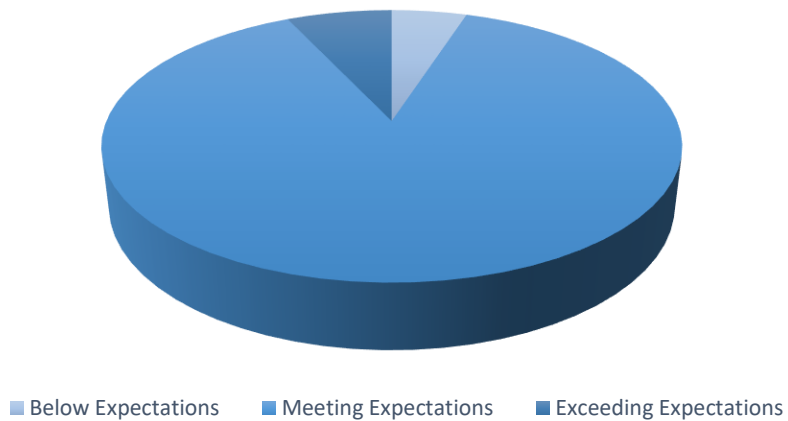
**Fall Mathematics Development Assessment Results**



**Winter Mathematics Development Assessment Results**



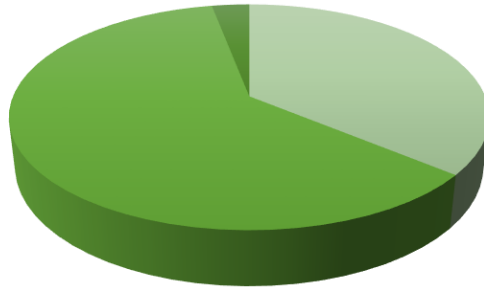
**Spring Mathematics Development Assessment Results**



**Developmental Assessment Results for all Preschool Participants:**

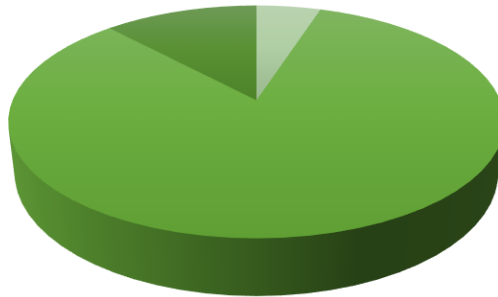
**Social-Emotional Assessment Results:**

**Fall Social-Emotional Development Assessment Results**



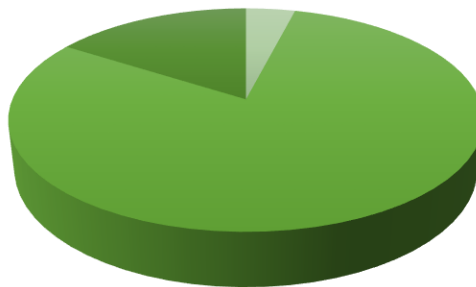
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Winter Social-Emotional Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

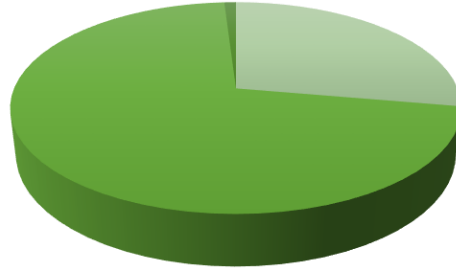
**Spring Social-Emotional Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

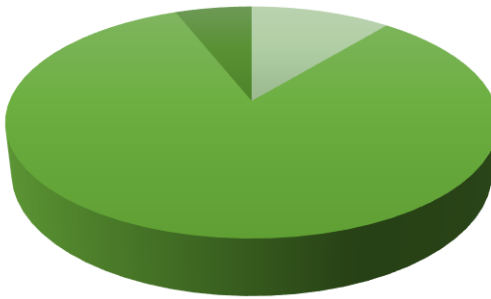
**Physical Development Assessment Results:**

**Fall Language Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Winter Language Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

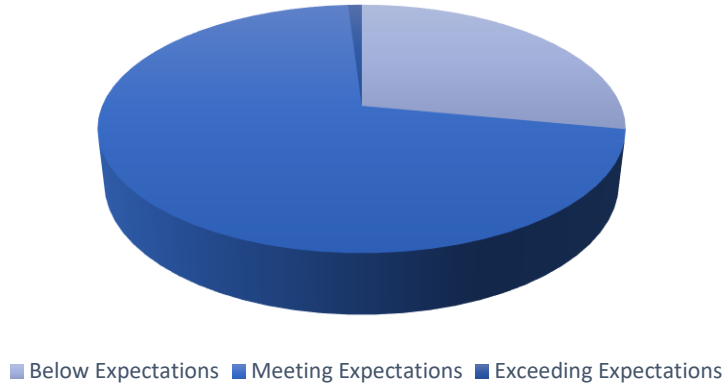
**Spring Language Assessment Results**



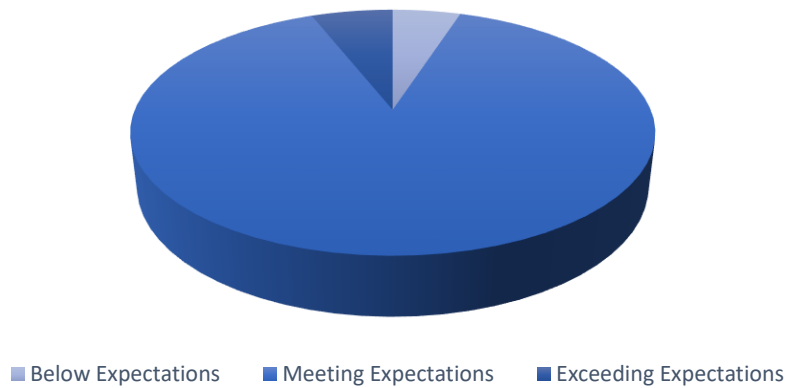
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

## Cognitive Development Assessment Results:

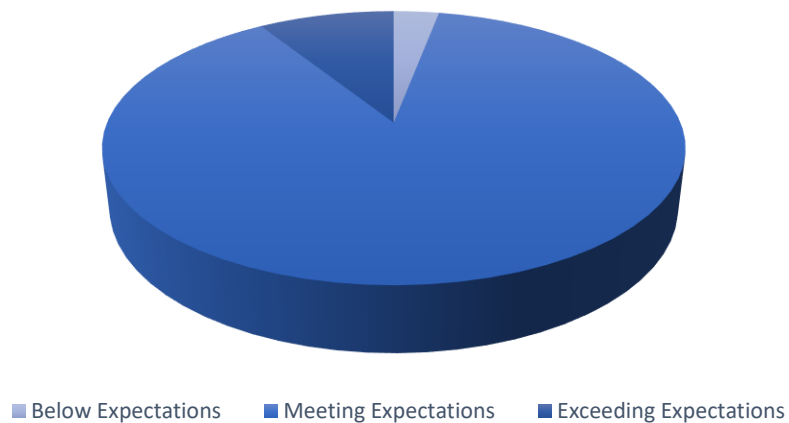
### Fall Cognitive Assessment Results



### Winter Cognitive Assessment Results

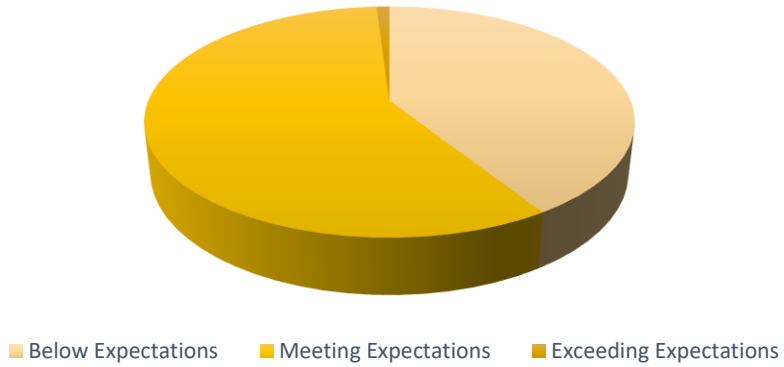


### Spring Cognitive Assessment Results

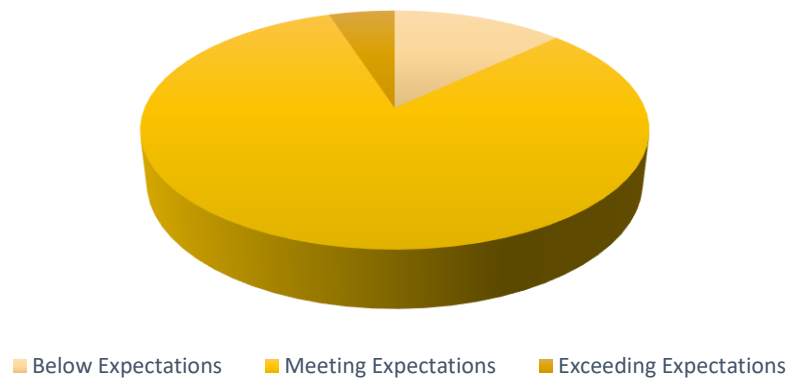


## Literacy Development Assessment Results:

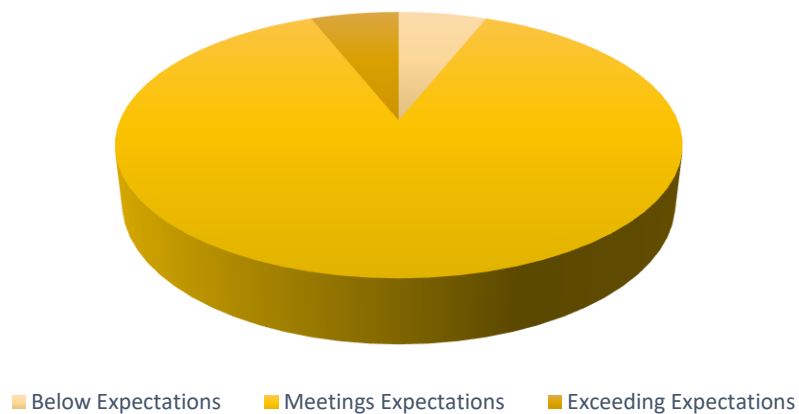
### Fall Literacy Development Assessment Results



### Winter Literacy Development Assessment Results

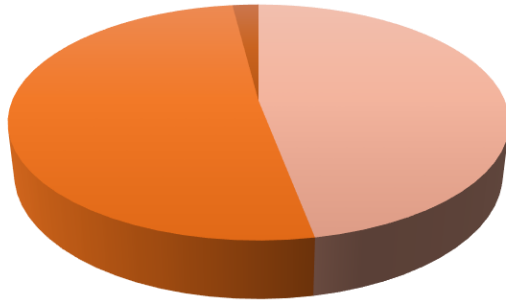


### Spring Literacy Development Assessment Results



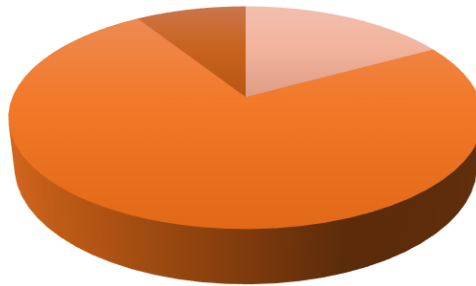
## Mathematics Development Assessment Results:

### Fall Mathematics Assessment Results



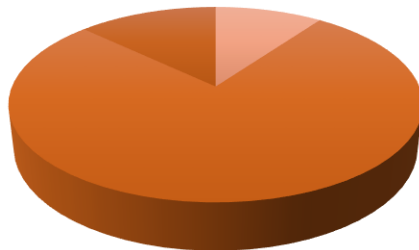
Below Expectations Meeting Expectations Exceeding Expectations

### Winter Mathematics Assessment Results



Below Expectations Meeting Expectations Exceeding Expectations

### Spring Mathematics Development Assessment Results

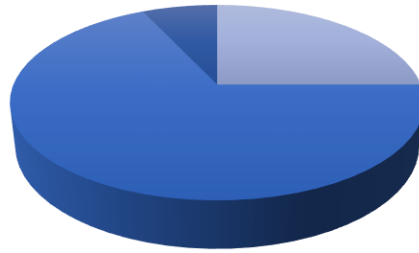


Below Expectations Meeting Expectations Exceeding Expectations

**Assessment Results of Three-Year-Olds in all Developmental Areas:**

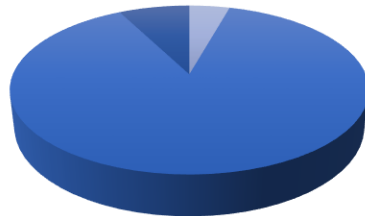
**Social-Emotional Development Assessment Results:**

**Fall Social-Emotional Development Assessment Results**



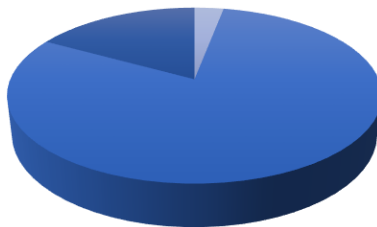
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Winter Social-Emotional Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

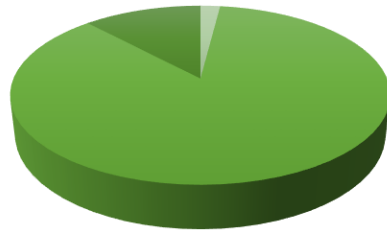
**Spring Social-Emotional Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

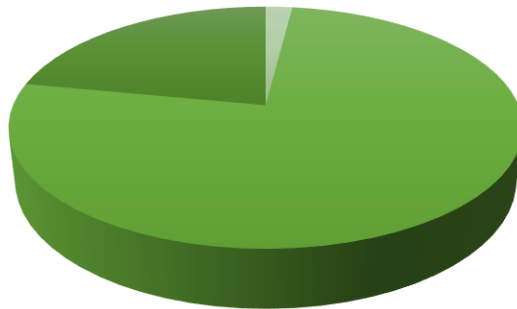
**Physical Development Assessment Results:**

**Fall Physical Development Assessment Results**



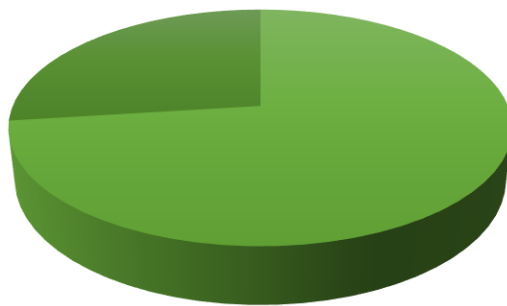
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Winter Physical Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

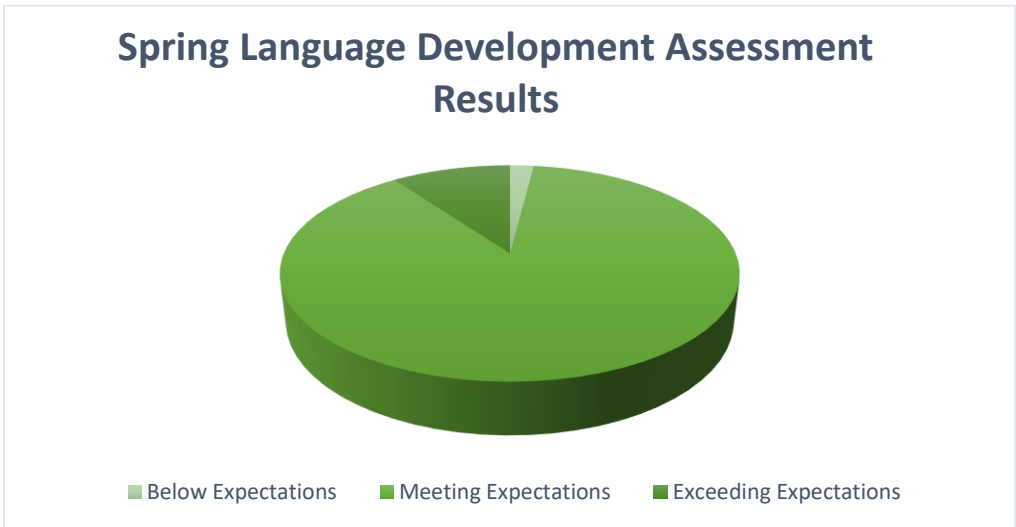
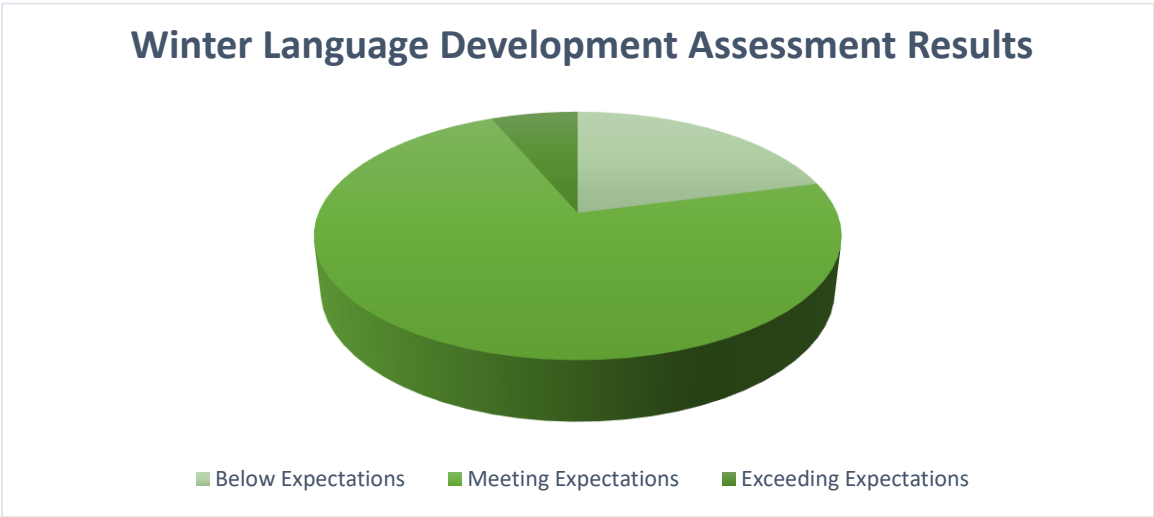
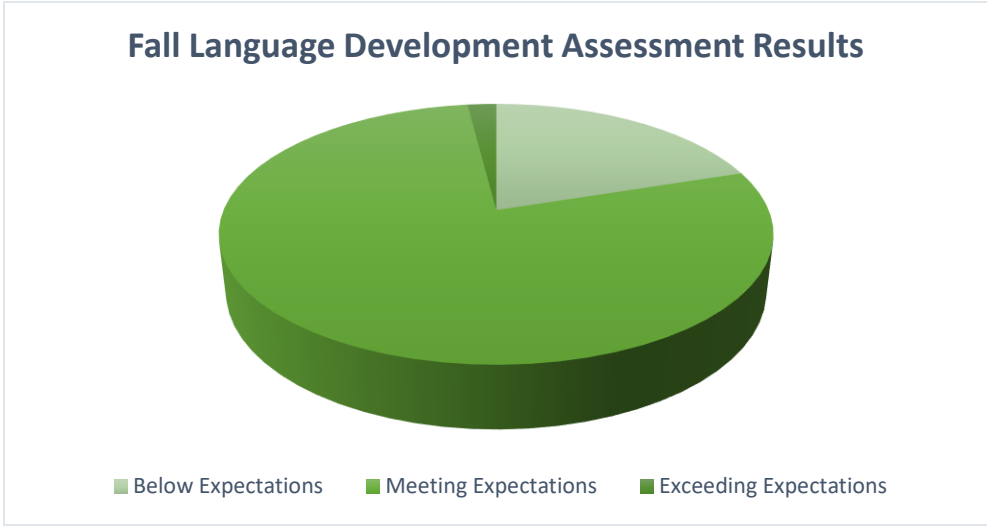
**Spring Physical Development Assessment Results**



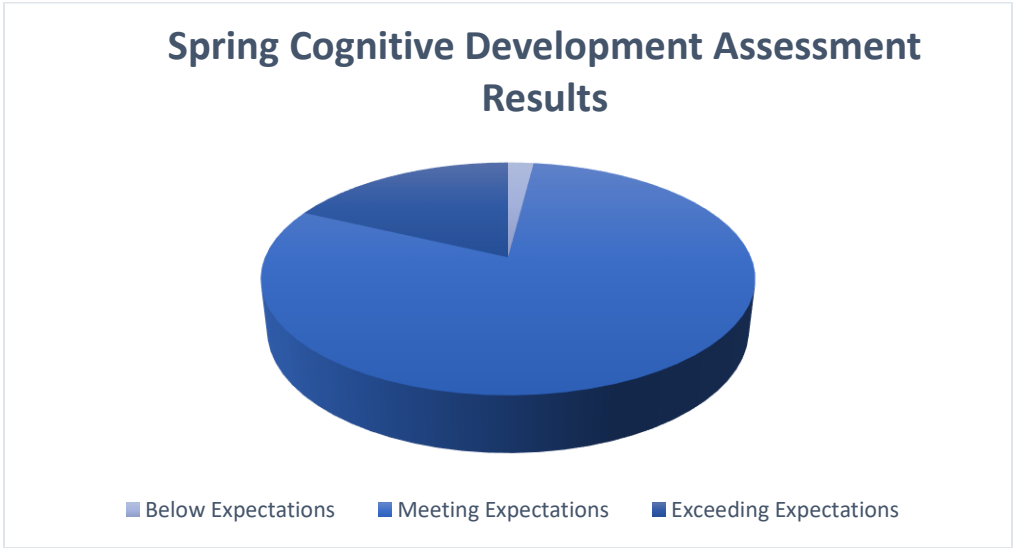
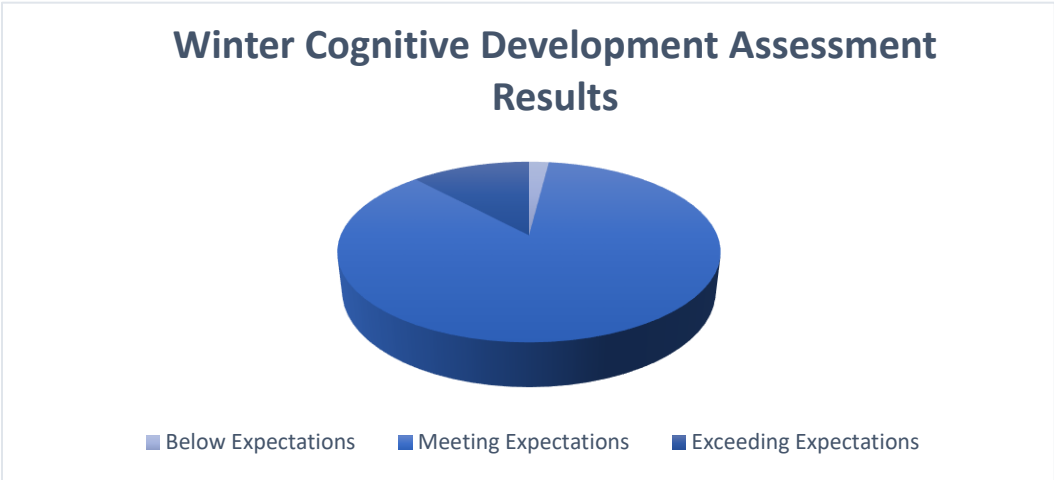
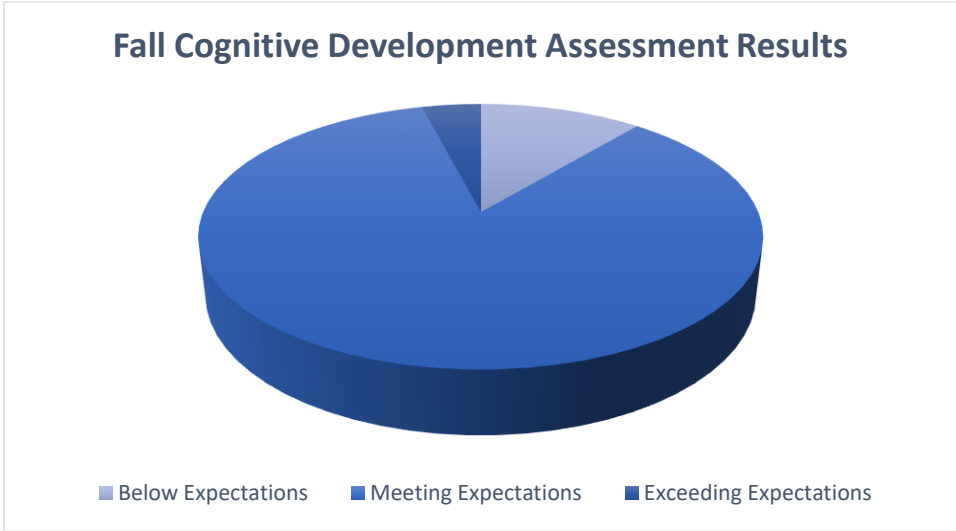
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations



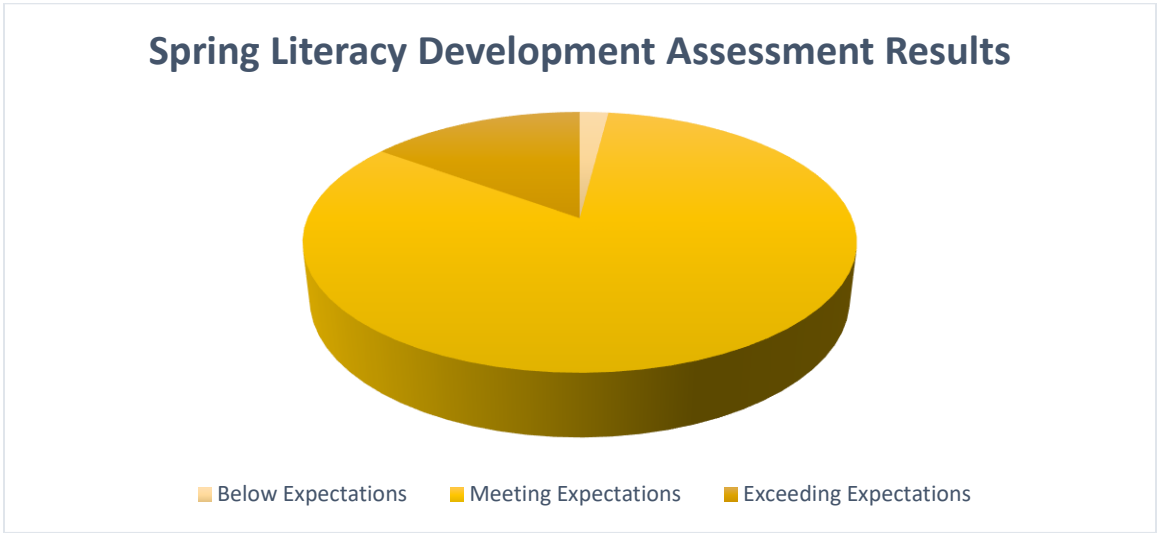
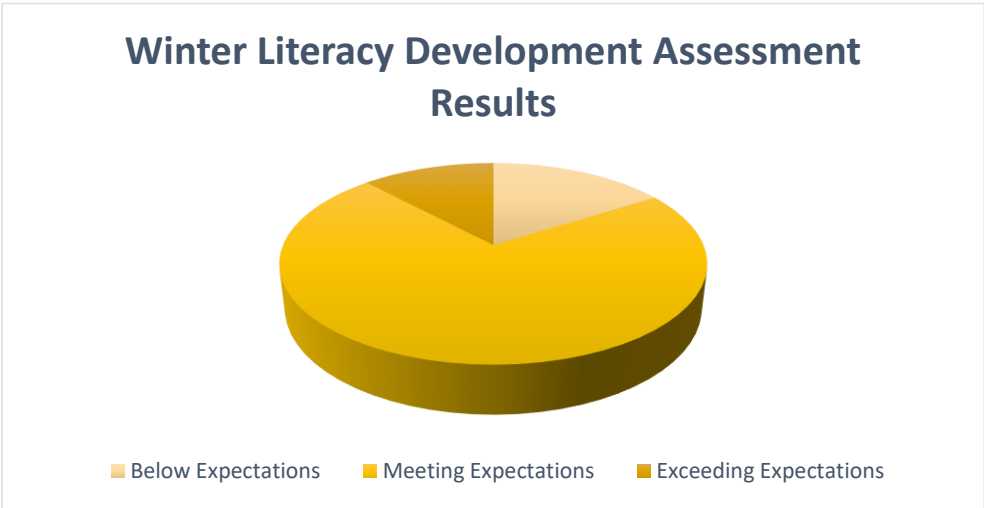
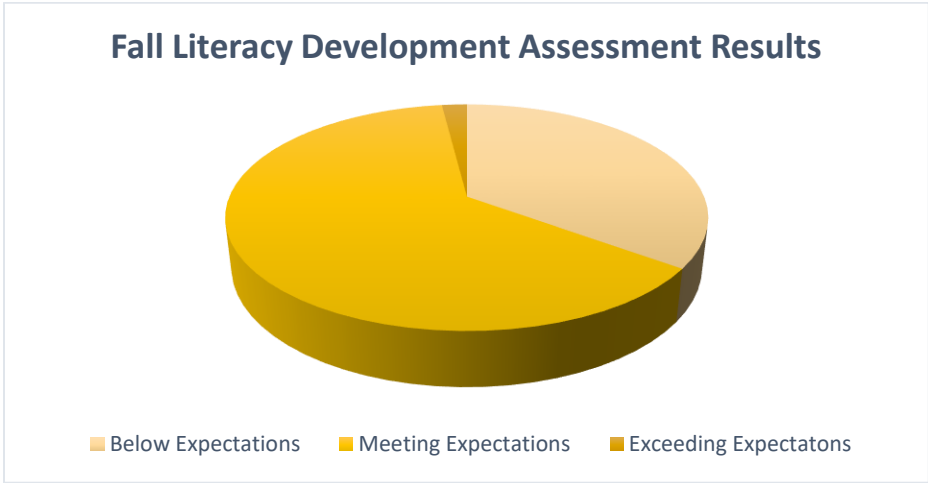
**Language Development Assessment Results:**



**Cognitive Development Assessment Results:**

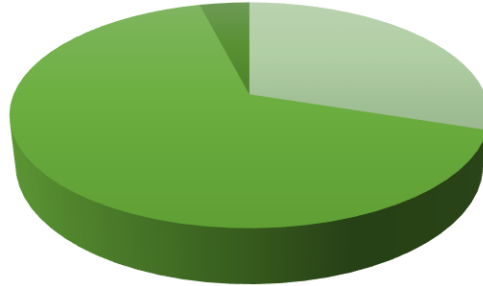


**Literacy Development Assessment Results:**



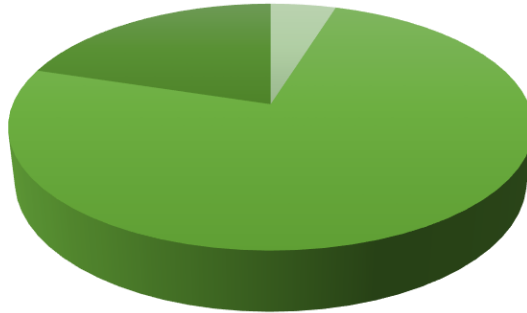
## Mathematics Development Assessment Results:

### Fall Mathematics Development Assessment Results



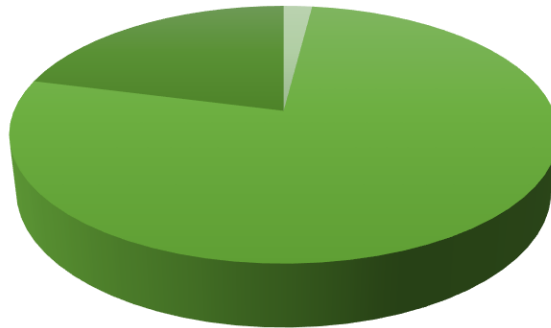
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Winter Mathematics Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

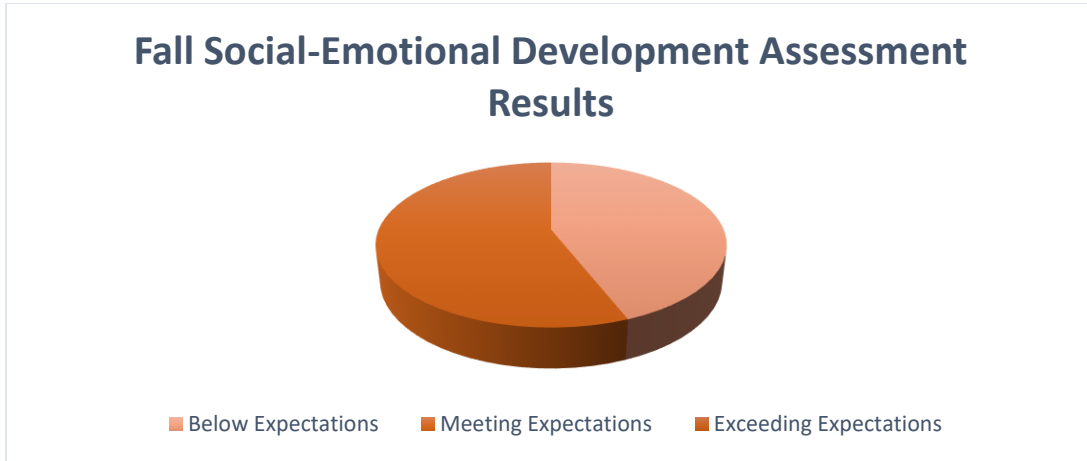
### Spring Mathematics Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

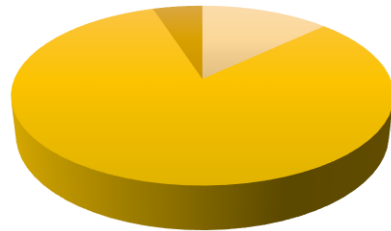
**Assessment Results of 4 Year-olds in all Developmental Areas:**

**Social-Emotional Development Assessment Results:**



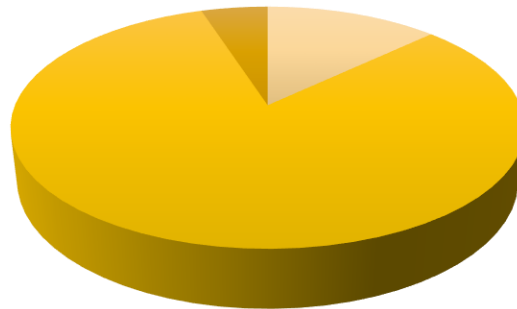
**Physical Development Assessment Results:**

**Fall Physical Development Assessment Results**



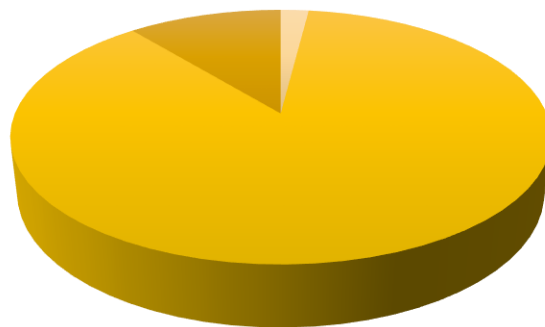
Below Expectations Meeting Expectations Exceeding Expectations

**Winter Physical Development Assessment Results**



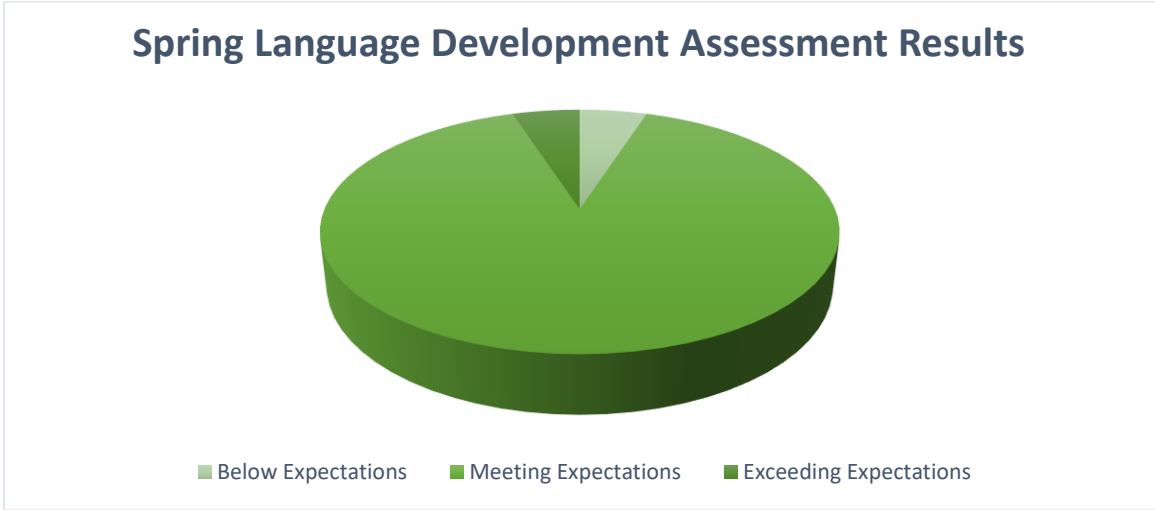
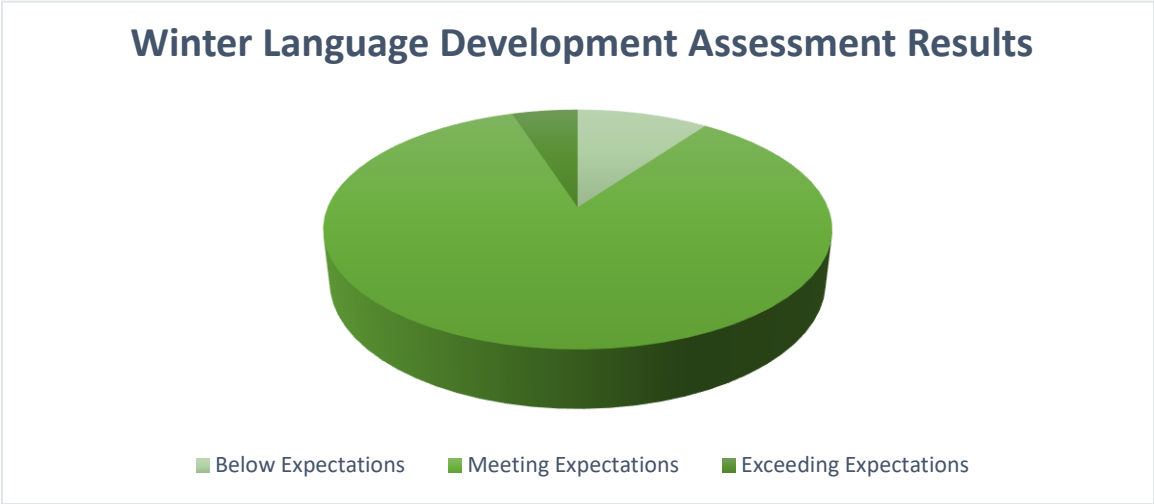
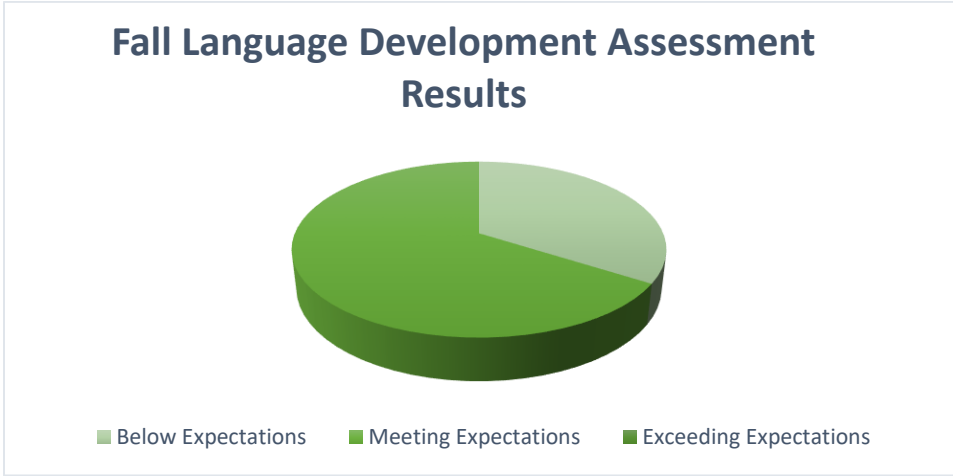
Below Expectations Meeting Expectations Exceeding Expectations

**Spring Physical Development Assessment Results**



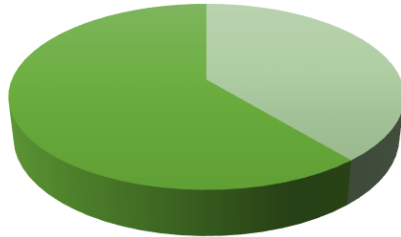
Below Expectations Meeting Expectations Exceeding Expectations

**Language Development Assessment Results:**



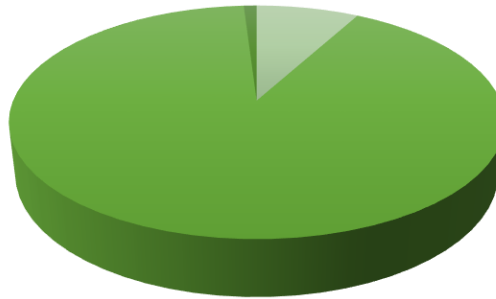
## Cognitive Development Assessment Results:

### Fall Cognitive Development Assessment Results



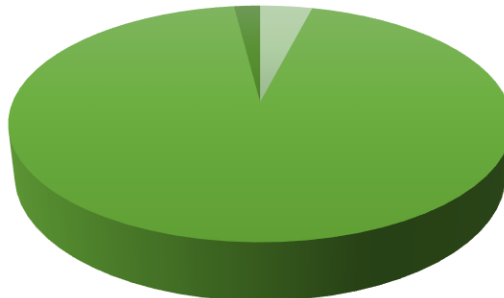
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Winter Cognitive Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Spring Cognitive Development Assessment Results

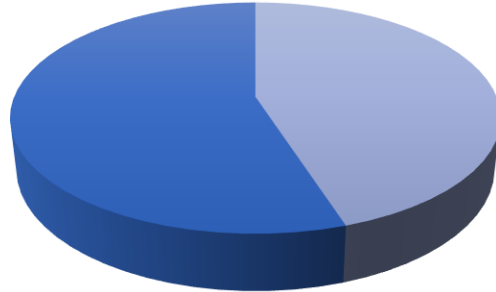


■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations



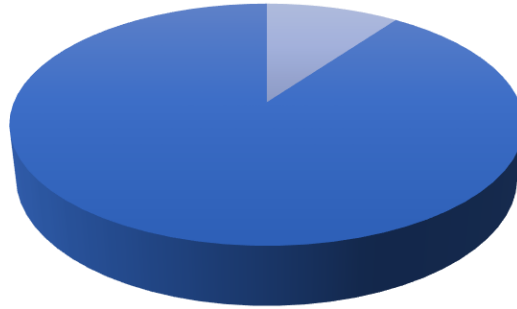
**Literacy Development Assessment Results:**

**Fall Literacy Development Assessment Results**



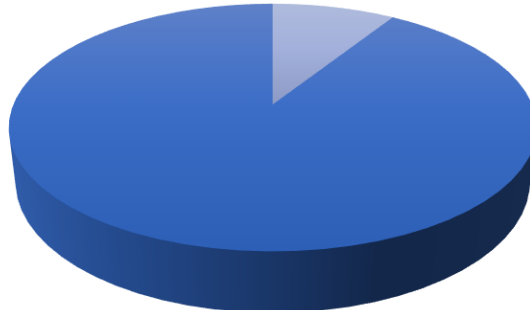
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Winter Literacy Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

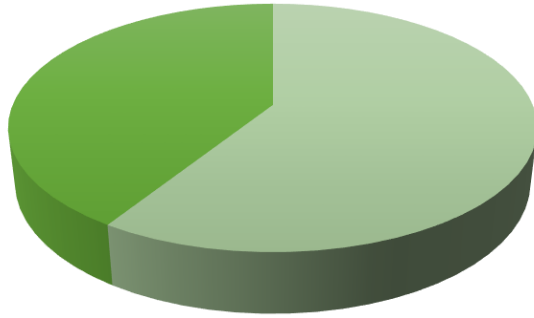
**Spring Literacy Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

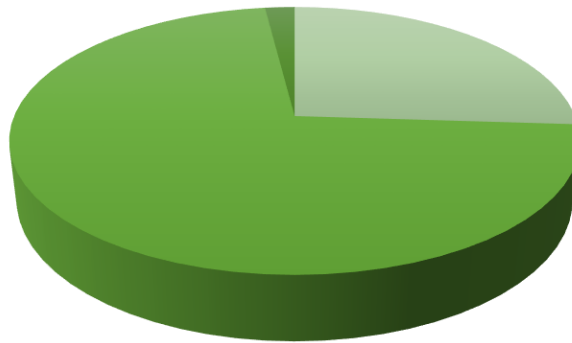
## Mathematics Development Assessment Results:

### Fall Mathematics Development Assessment Results



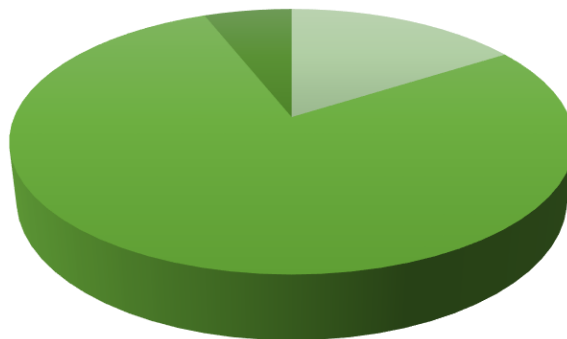
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Winter Mathematics Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Spring Mathematics Development Assessment Results

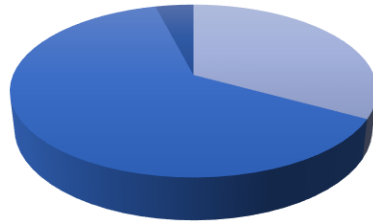


■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Preschool Duration Classrooms (7.5 hours day, 4 days a week) (70 Students):**

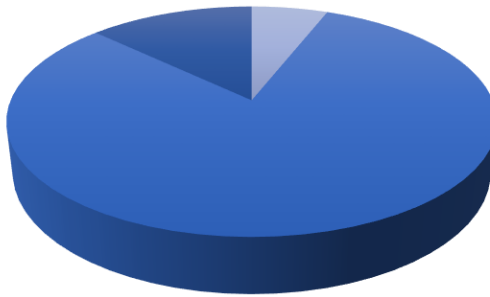
**Social-Emotional Development Assessment Results:**

**Fall Social-Emotional Development Assessment Results**



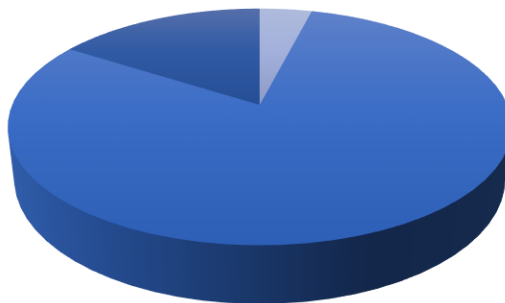
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Winter Social-Emotional Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

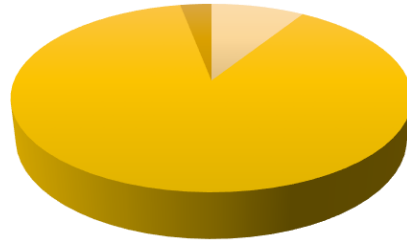
**Spring Social-Emotional Development Assessment Results**



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

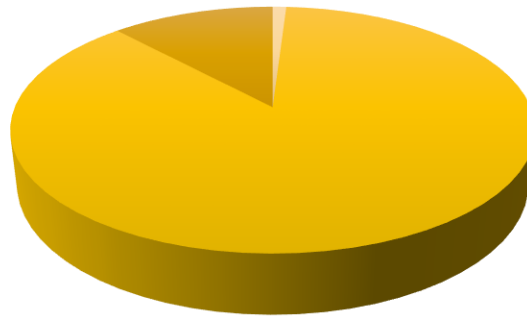
## Physical Development Assessment Results:

### Fall Physical Development Assessment Results



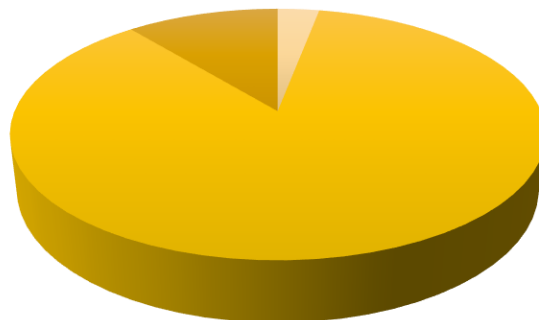
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Winter Physical Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

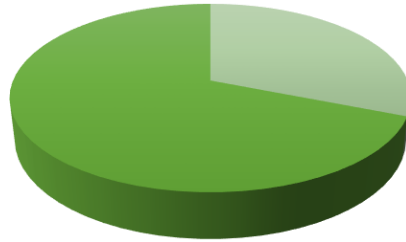
### Spring Physical Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

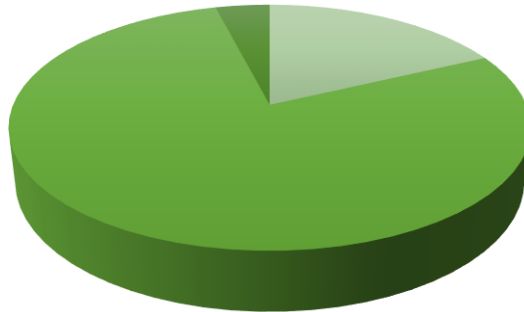
## Language Development Assessment Results:

### Fall Language Development Assessment Results



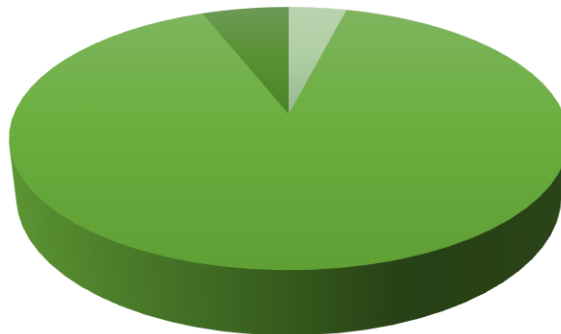
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### Winter Language Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

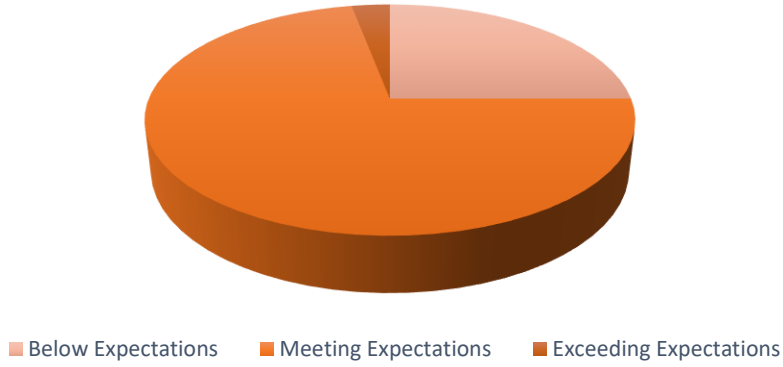
### Spring Language Development Assessment Results



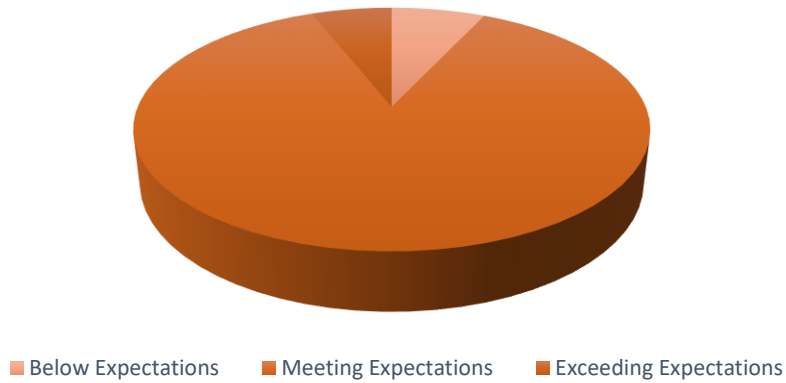
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Cognitive Development Assessment Results:**

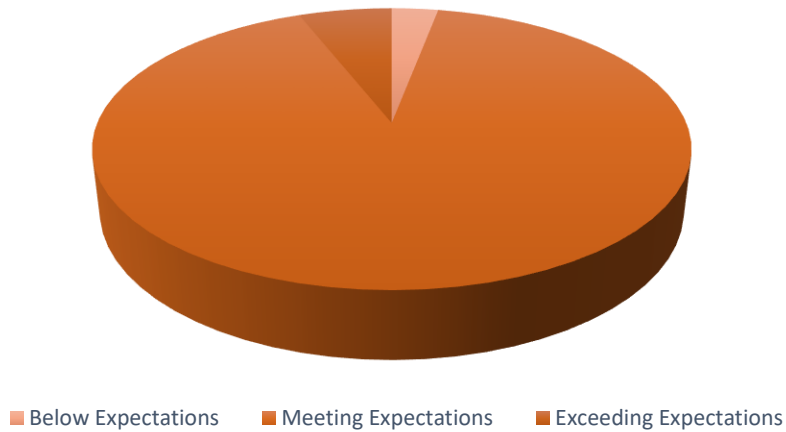
**Fall Cognitive Development Assessment Results**



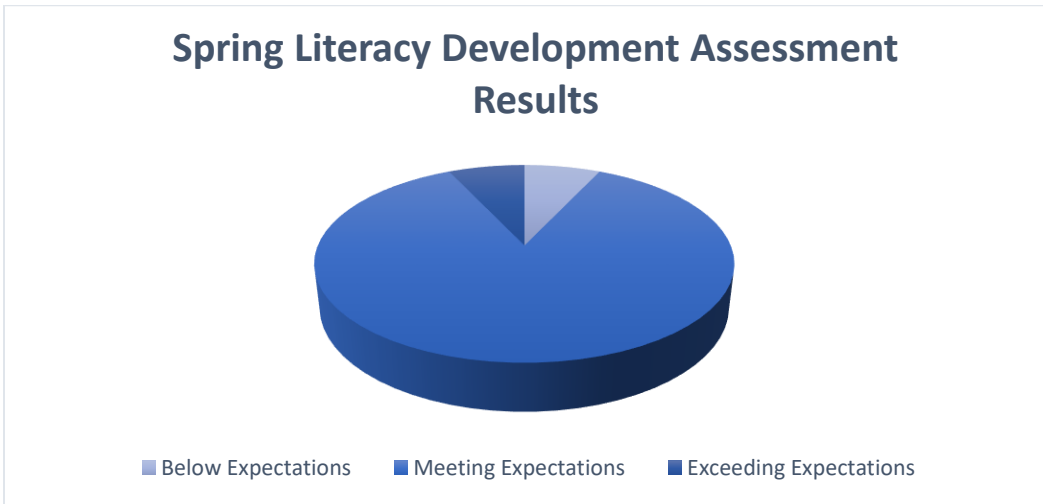
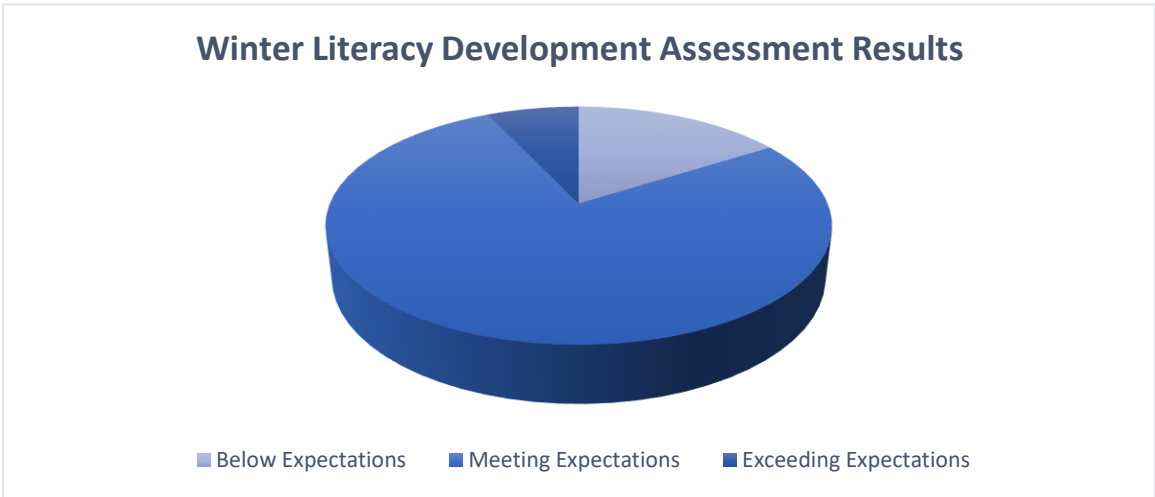
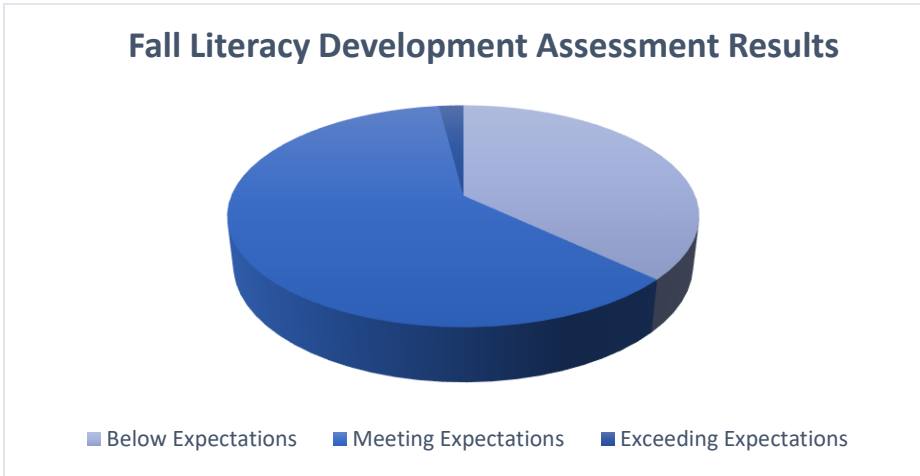
**Winter Cognitive Development Assessment Results**



**Spring Cognitive Development Assessment Results**

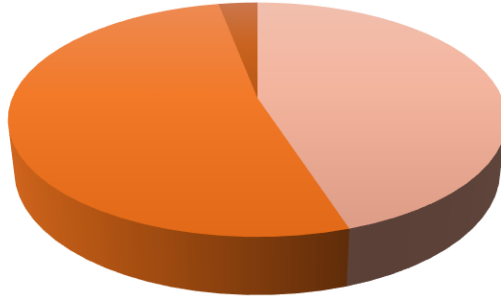


**Literacy Development Assessment Results:**



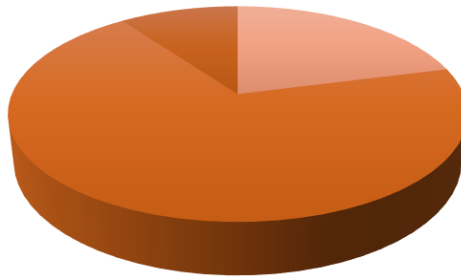
## Mathematics Development Assessment Results:

### Fall Mathematics Development Assessment Results



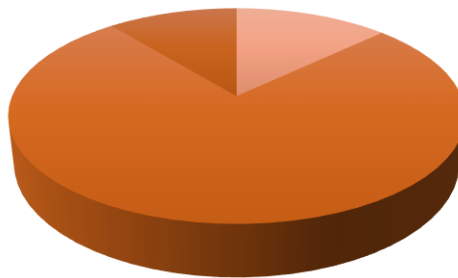
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Winter Mathematics Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Spring Mathematics Development Assessment Results

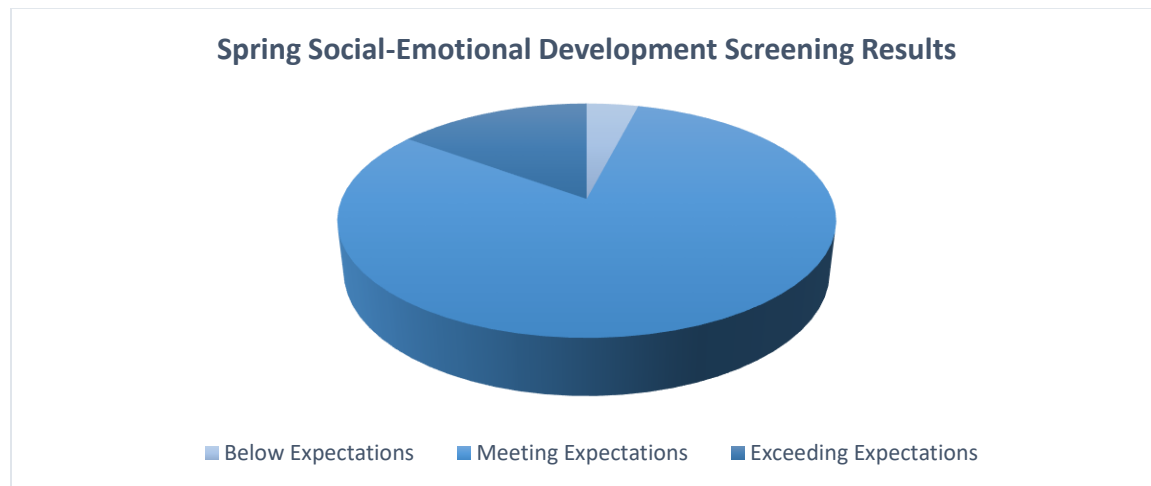
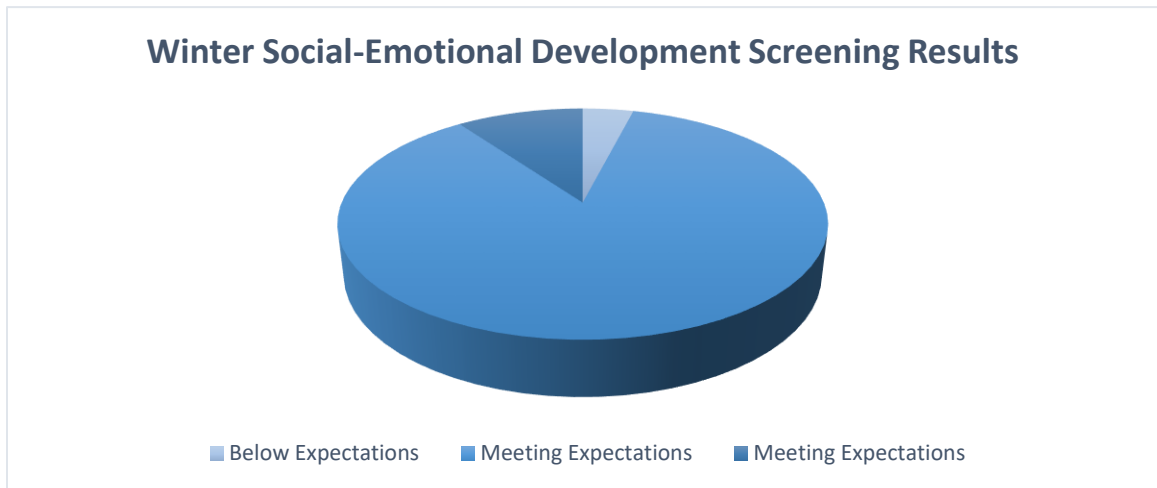
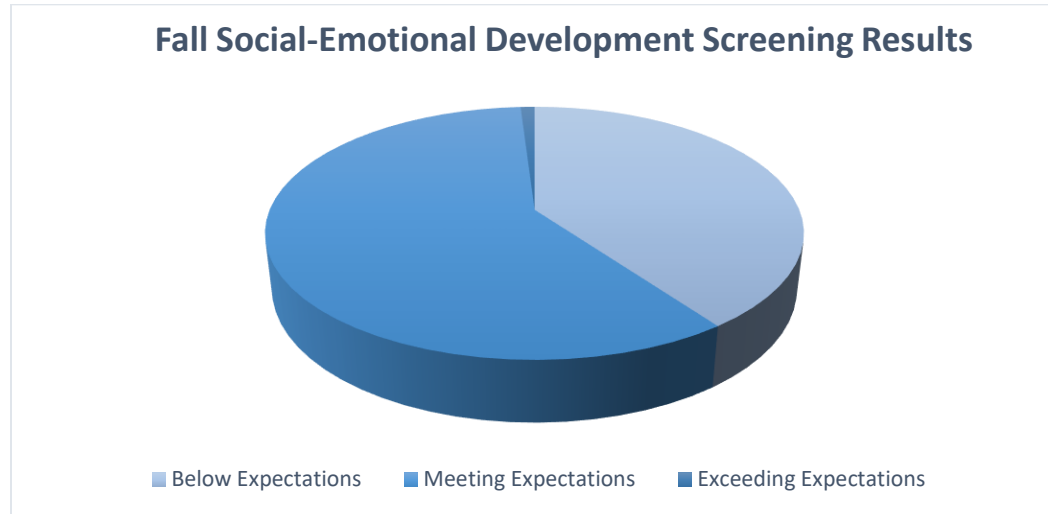


■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations



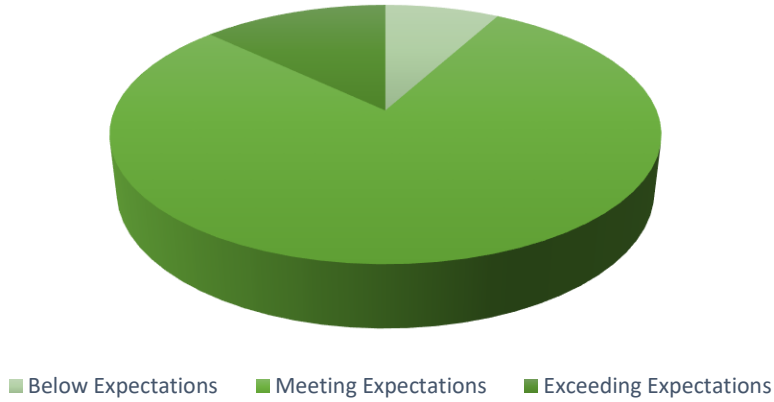
**Preschool Full Day Classrooms (5 days a week 8 to 10 hours day) (72 Students):**

**Preschool Social-Emotional Development Screening Results:**

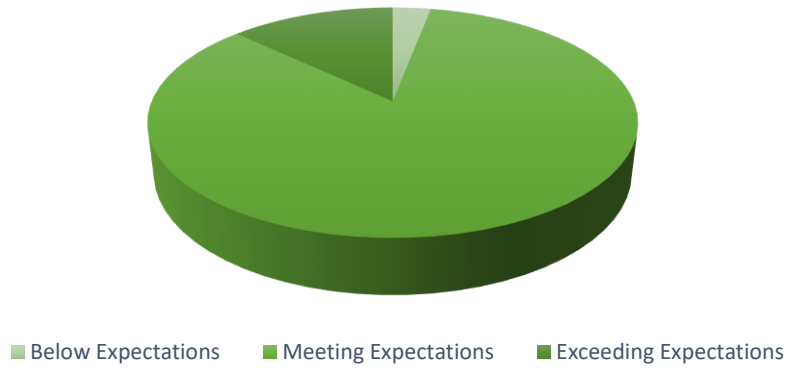


**Physical Development Assessment Results:**

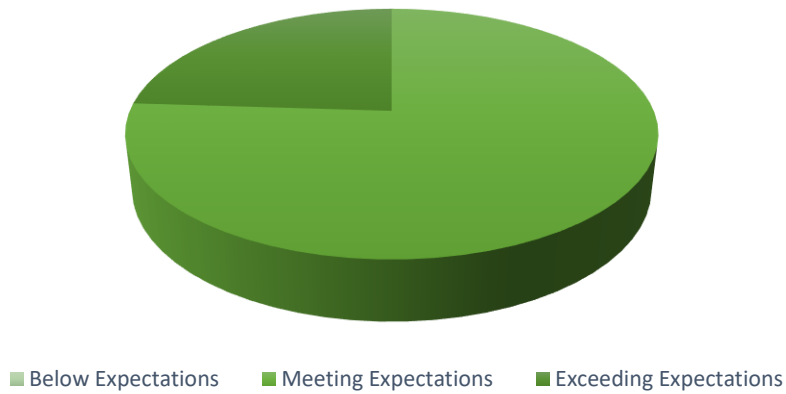
**Fall Physical Development Assessment Results**



**Winter Physical Development Assessment Results**

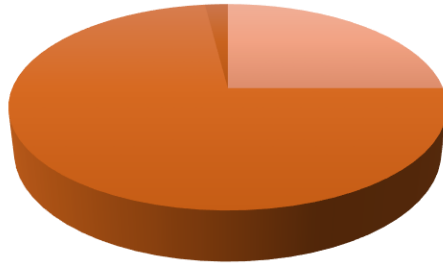


**Spring Physical Development Assessment Results**



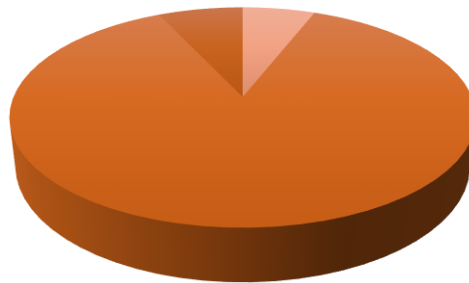
## Language Development Assessment Results:

### Fall Language Development Assessment Results



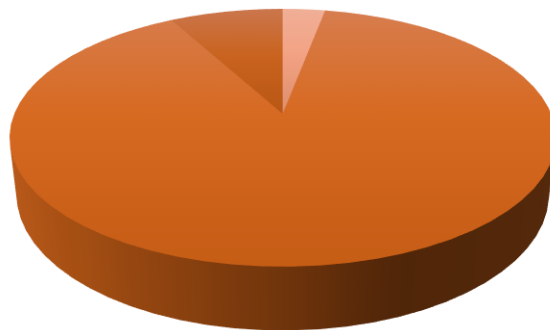
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Winter Language Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

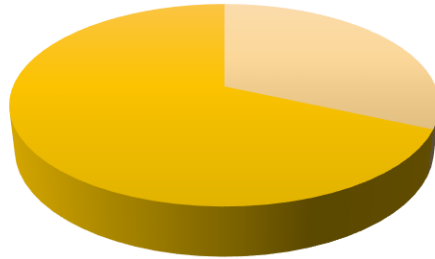
### Spring Language Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

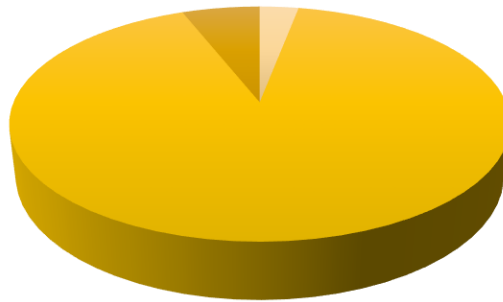
## Cognitive Development Assessment Results:

### Fall Cognitive Development Assessment Results



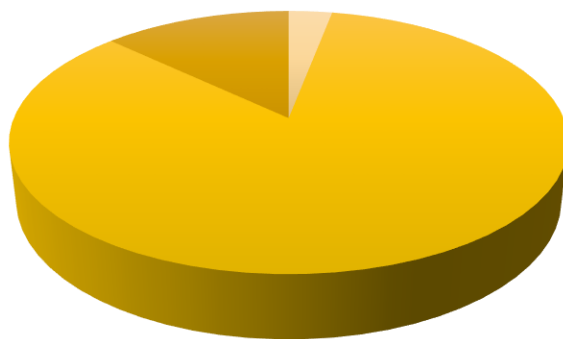
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Winter Cognitive Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

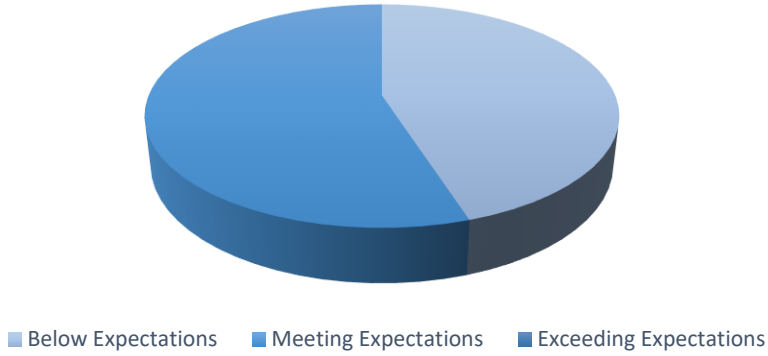
### Spring Cognitive Development Assessment Results



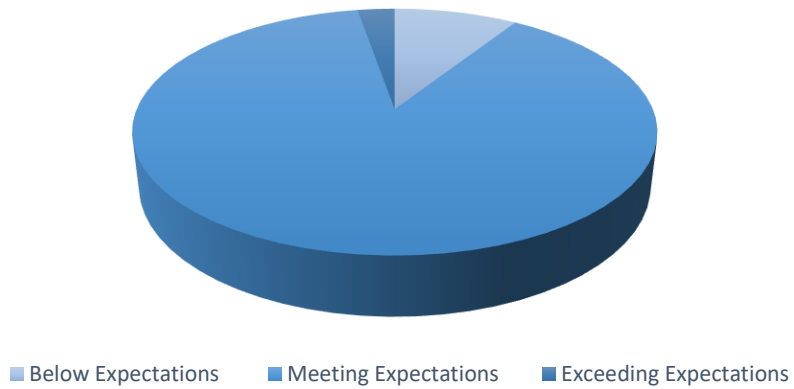
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

**Literacy Development Assessment Results:**

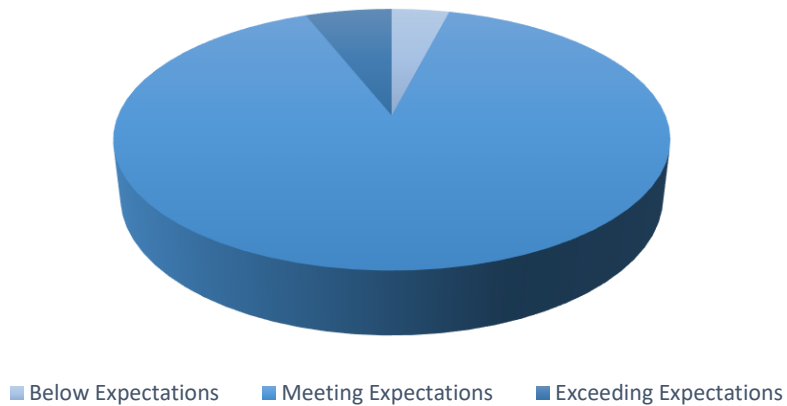
**Fall Literacy Development Assessment Results**



**Winter Literacy Development Assessment Results**

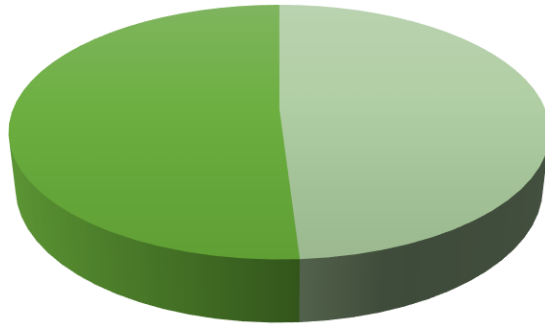


**Spring Literacy Development Assessment Results**



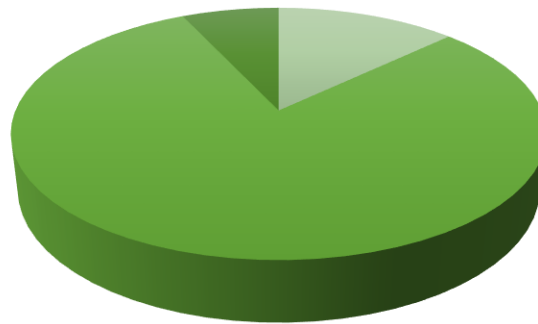
## Mathematics Development Assessment Results:

### Fall Mathematics Development Assessment Results



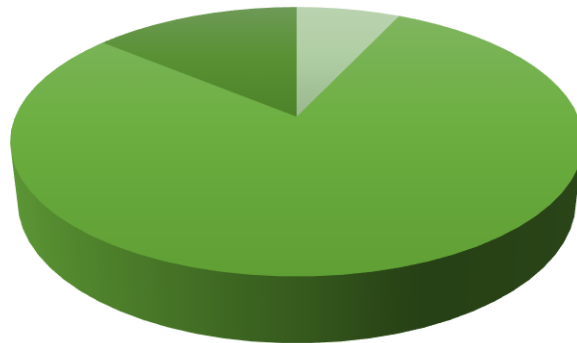
■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Winter Mathematics Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

### Spring Mathematics Development Assessment Results



■ Below Expectations   ■ Meeting Expectations   ■ Exceeding Expectations

